

# Lesbian, Gay, Bisexual and Transgender hate crime

## SCHOOLS PROJECT



**Classroom activities and  
guidance for teachers**

## ONLINE ACCESS

If you would like to use the LGBT Hate Crime Resource for Schools it can be accessed free of charge on line at:  
[http://www.cps.gov.uk/northwest/get\\_involved/hate\\_crime/schools\\_project\\_\\_\\_lgbt\\_hate\\_crime/](http://www.cps.gov.uk/northwest/get_involved/hate_crime/schools_project___lgbt_hate_crime/)

Alternatively hard copies are available from david.leighton@cps.gsi.gov.uk while stocks last.

## HOW TO USE THIS DVD

This disk contains the PowerPoints for the CPS LGBT Hate Crime Pack and a PDF of the entire teaching pack.

On the disk you will find 2 folders:

- **Mac PowerPoints** (uses clips as .mov files which run using QuickTime Player on a Mac)
- **PC PowerPoints** (uses clips as .wmv files which run using Windows Media Player on a PC)

Instructions for use:

1. Open the folder which suits your set up, i.e. PC PowerPoints or Mac PowerPoints.
2. At the top of the list of files in each folder, there are 3 PowerPoint slideshows, because you can also choose to play a BSL signed or subtitled version. Click on the required PowerPoint slideshow and wait while it loads. (If a security message is displayed as the presentation is loading, please accept external content.)

To make the presentation run more quickly, we recommend you copy the WHOLE folder (PC PowerPoints or Mac PowerPoints) onto your school server/the computer you are using and run it from there, rather than from this disk.

N.B. Please do not delete any of the clip files or pictures in the folder (listed underneath the PowerPoints).

# Contents

For ease of reference, the pages have been colour-coded in the top left hand corner.

Information sheets

Teachers' notes

Students' worksheets

How to use this pack to suit your school	5
Starting to use this pack	7
Foreword	9
The Crown Prosecution Service and the role of the Police	10
Aims and objectives	11
Students information sheet 1	13-14
<b>Section 1: activities and worksheets</b>	<b>15</b>
Introducing the pack to students	16
Activity 1: Warm-up – Look at role models	16
Activity 2: introduction to anti-LGBT behaviour in school and LGBT hate crime	18
Students information sheets 2, 3, 4, 5	19-27
Activity 3: real stories	28
Teachers' notes	29
Scenario worksheets (5 scenarios)	32-36
<b>Section 2: activities and worksheets</b>	<b>37</b>
Activity 1: victims talking	38
Teachers' notes	39
Victims talking worksheets 1a, 1b, 1c, 1d, 1e, 1f, 1g	40-46
Activity 2: taking action	47
Teachers' notes	48
Taking action worksheets 2a, 2b, 2c	51-53

<b>Section 3: extension and enhancement activities</b>	<b>55</b>
<b>Activity 1: simulation exercise</b>	<b>56</b>
Teachers' notes	56-57
Scenario worksheets 1a, 1b, 1c	58-63
<b>Activity 2: looking at similarities between anti-LGBT incidents and bullying in school and the legislation and sentencing on LGBT hate crime</b>	<b>64</b>
Teachers' notes	64
<b>Activity 3: looking at the consequences of ignoring bullying. Discussion and individual writing activity</b>	<b>65</b>
Teachers' notes	66
Scenario worksheet 3	67
<b>Activity 4: to demonstrate the dangers of cyberbullying</b>	<b>68</b>
Teachers' notes	69
Scenario worksheets 4a, 4b	70-71
<b>Activity 5: simulation exercise to look at ways of taking action to prevent and respond to cyberbullying</b>	<b>72</b>
Teachers' notes	73
<b>Activity 6: creative activities to develop empathy</b>	<b>74</b>
Teachers' notes	75
Worksheet 6	76
Information sheet	77
<b>Activity 7: developing an inclusive classroom and a supportive peer group</b>	<b>78</b>
Teachers' notes	79
Worksheet 7	80
<b>Activity 8: discussion exercise: bullying in sport is counterproductive</b>	<b>81</b>
Teachers' notes	82
Worksheet 8	83
<b>Activity 9: exploring feelings</b>	<b>84</b>
Teachers' notes	85
Worksheet 9	86
<b>Section 4: Equality duties and guidance for schools</b>	<b>87</b>
Equality duties and guidance for schools relevant to this pack	88
Useful websites for students and teachers	96
Role models	101-105
CPS partners	106-109
Helplines poster	110
Phoneline cards for students	111
Acknowledgements	112

# How to use this pack to suit your school

The pack has been produced for key stages 3 and 4. It has two core lessons and a number of activities which you can use as appropriate to your school situation, the time available, your curriculum area and the age and experience of your students. The activities are important in all schools, however they are established, because bullying and hostility towards lesbian, gay, bisexual and transgender (LGBT) people can be found throughout society.

## Section one

This section is the first of the two core lessons. It contains:

- an introductory warm-up activity
- an introductory activity to teach students about incidents and crime motivated by hostility towards LGBT people
- the first part of a PowerPoint presentation on DVD, with a series of filmed scenarios for discussion and classroom activities
- the worksheets to go with these.

## Section two

This section is the second of the two core lessons. It contains:

- the second part of a PowerPoint presentation on DVD uses filmed stories of young people talking about their experiences and the messages that they want to give to others, for discussion and classroom activities
- the worksheets to go with these
- an activity examining roles, responsibilities and taking action.

## Section three

*Extension and enhancement activities*

These are optional and additional. Teachers can use as many or as few of them as they wish, or have time for. However, we strongly recommend teachers consider them as they will deepen the students' understanding of the impact of anti-LGBT behaviours, provide strategies for challenging them and help them avoid these behaviours themselves.

- This section contains more in-depth classroom activities in which students can give more thought to the serious issues raised in the pack. Students can think about their own role and responsibilities; about how to challenge behaviours based on hostility to LGBT people; about how to move from being a bystander to being an upstander; about preventing and challenging bullying and about potentially far-reaching consequences for everyone involved in such incidents
- There are suggestions for using the activities in different curriculum areas.

## Section four

This section contains notes for teachers including:

- legislation and Ofsted guidance pertaining to LGBT equality work
- useful weblinks
- reporting and helplines for students
- biographies for role models.

## IMPORTANT NOTE

BEFORE USING THIS PACK WITH YOUR STUDENTS, TEACHERS ARE ADVISED TO INFORM THEMSELVES WITH SOME PRIOR PREPARATION

1. Do some research on LGBT issues using specialist LGBT education websites. We particularly recommend the organisations shown below. In some cases we have made the links directly to their school resources but it is well worth looking through the information on their websites to learn more.

**Stonewall**

[www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources)

**Gendered Intelligence**

[www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)

**Schools Out – The Classroom**

<http://www.schools-out.org.uk/> or <http://the-classroom.org.uk/>

There are other helpful websites in section 4 of this pack.

2. Have copies of the relevant school policies and papers, including those on combating bullying and implementing the Public Sector Equality Duty.
3. Find out the contact details for local LGBT groups, especially any that cater for young people. Print out the poster on page 110 of this pack, write in the contact details of local groups, and display the poster in the classroom and around the school. It may well be useful to call and talk to them first to tell them what you are doing and find out what kind of help they may be able to offer to the students and to the school.
4. **The stories in the DVD video clips are sensitive and there is the possibility that a scenario might have specific significance for one or more students. Teachers should watch the clips before showing them to the class so that they can be prepared for any issues which might arise.**
5. **LGBT issues are best addressed in a school environment which explicitly supports and includes students from all the protected characteristics in the equality legislation. In schools where LGBT equality issues have not been discussed with students previously, teachers should be prepared for the fact that there may be repercussions and prejudiced comments in the playground and around school from students in other classes. For this reason we recommend teachers using the pack with their classes should inform their colleagues and pass any relevant information in the pack to them. All staff need to know how to challenge students demonstrating hostility to LGBT people, and there is material on the websites in section 4 to help them do that.**

# Starting to use this pack

## Sharing understandings

When introducing the pack to students, the teacher should begin by establishing some shared understandings of hostility towards LGBT people. The notes and definitions below are included to help teachers find forms of words appropriate to their teaching contexts.

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## Why does the CPS treat crime more seriously when there is an element of hate crime?

The CPS regards homophobic and transphobic crimes as particularly serious because they undermine people's right to feel safe about and be safe in their sexual orientation, whether they are lesbian, gay, bisexual or heterosexual, and in their gender identity, whether they are women or men and including trans men and women. Such crimes are based on prejudice, discrimination and hate and they do not have any place in an open and democratic society.

## What does the CPS mean by hate crime?

*"Any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender."*

The Association of Chief Police Officers (ACPO)  
and the CPS common definition of hate crime

## What does the CPS mean by LGBT hate incidents?

There is no statutory definition of a homophobic or transphobic incident. However, when prosecuting such cases, and to help us to apply our policy on dealing with cases with a homophobic or transphobic element, we adopt the following definition:

*"Any incident which is perceived to be homophobic or transphobic by the victim, or by any other person."*

Both definitions help the CPS to identify all LGBT incidents on their case files to make sure they take that element into account when they make decisions about prosecuting.

There is no single criminal offence of LGBT hate crime. There are a number of different offences where an accused person can be found guilty if it is shown there is an LGBT hate element.

## What happens to sentencing when there is an element of hate crime in the offence?

The criminal courts have a duty to treat any offence as being more serious where there is evidence that the accused person demonstrated hostility, or was motivated by hostility towards the victim because of the victim's sexual orientation or perceived sexual orientation, gender identity or perceived gender identity.

In these cases, where a person is found guilty, the court has a duty to take it into account when they are sentencing, and give a greater sentence.

Not all anti-LGBT incidents are criminal offences. However, even where the behaviour is not a crime in itself, it can be an aggravating factor and make another crime more serious and incur a greater sentence.

NB Please note the legislation on hate crime also includes crimes against heterosexual people.



# Foreword

Homophobic and transphobic bullying and hate crime are particularly serious. They attack people's right to feel safe and confident about their sexual orientation and their gender identity. As with all incidents and crimes that are motivated by prejudice and hate, they have a devastating impact on those who are targeted.

The Crown Prosecution Service (CPS), Ministry of Justice, Stonewall and Gendered Intelligence are committed to tackling homophobic and transphobic hate crime and to increase the confidence of victims to come forward and report these crimes. Not only that, we want to prevent these crimes, and homophobic and transphobic bullying, from happening in the first place. Education and working with young people is the key to achieving this. That is why we have worked together to produce this resource pack for teachers for use at Key Stages 3 and 4. Although bullying is not a specific criminal offence, there are criminal offences that can apply to bullying behaviours. There are a number of exercises in this resource that explore this issue.

The resource pack aims to increase young people's understanding about homophobic and transphobic prejudice, to educate them about their responsibilities as citizens and to provide them with knowledge and skills to help them challenge the attitudes and behaviours that lead to bullying and hate crime. The aim of the exercises is not to criminalise children and young people, but to assist educators in working with them so that they have a greater appreciation of behaviours that are not acceptable and are potentially hate crime offences.

Teachers have a particularly important role in challenging bullying and guiding young people to a greater understanding of the impact of homophobic, biphobic or transphobic behaviour. We hope that this resource pack will support them in doing so. It contains guidance notes and information for teachers, suggested classroom activities for students, as well as video clips of dramatised scenarios of homophobic, biphobic and transphobic incidents as starting points for the work.

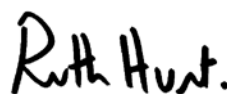
The young people and the role models who have worked on this project have been inspirational. We are immensely grateful to them for their time, their ideas and for sharing their experiences. We are also very grateful to all the organisations and individuals who have generously given expertise, advice, support and commitment. Without their invaluable contributions this schools' resource would not have been possible. We hope you find it helpful and inspiring.



**Nazir Afzal OBE**  
Chief Crown Prosecutor  
Crown Prosecution  
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**Paul Giannasi OBE**  
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**Ruth Hunt**  
Acting Chief Executive  
Stonewall



**Jay Stewart**  
Co-Founder of  
Gendered Intelligence

# The Crown Prosecution Service and the role of the Police

The Crown Prosecution Service (CPS) was created in 1986 and is responsible for the prosecution of criminal cases investigated by the police in England and Wales.

The CPS advises the police on cases for possible prosecution, reviews cases submitted by the police and decides on the charges in more serious or complex cases. The CPS is also responsible for preparing cases for court and presenting cases at court. The CPS is completely independent from the police, although its staff work in close partnership.

The CPS is responsible for advising the police on cases for possible prosecution and reviewing cases submitted by the police.

When deciding whether a case should be prosecuted, the CPS applies a two-stage test. The first stage is known as the evidential test and determines whether there is enough evidence to provide a realistic prospect of conviction. If there is, then the second stage of whether it is in the public interest to prosecute is considered.

“Special Measures” are a series of provisions that help vulnerable and intimidated witnesses give their best evidence in court and help to relieve some of the stress associated with giving evidence. Special measures apply to prosecution and defence witnesses but not to the defendant. Many witnesses experience stress and fear during the investigation of a crime and subsequently when attending court and giving evidence. Stress can affect the quantity and quality of communication with, and by, witnesses of all ages. Some witnesses may have particular difficulties attending court and giving evidence due to their age, personal circumstances, fear of intimidation or because of their particular needs.

Should a case fail the first stage it will not proceed, even if it would have passed the second stage. Both stages must be satisfied for the CPS to proceed with a case.

Further information about the CPS can be found on our website at [www.cps.gov.uk](http://www.cps.gov.uk)

## The role of the police

The police are responsible for the day-to-day investigation of crimes or alleged crimes. Their role is to collect evidence, obtain statements from witnesses and interview suspects. The police also provide further information required by the CPS to proceed with a case and collate information, e.g. forms, and exhibits, so it can be used in court.

The police will warn witnesses to attend court via their civilian support staff and arrange for interpreters or witness intermediaries.

Further information about the police can be found at [www.direct.gov.uk/en/crimejusticeandthelaw](http://www.direct.gov.uk/en/crimejusticeandthelaw)

# Aims and objectives

## What do we mean by LGBT?

In this pack we use the acronym LGBT to mean lesbian, gay, bisexual and transgender.

We use the term anti-LGBT to refer to prejudiced behaviour or hate crime against people who are LGBT or perceived to be LGBT, and hostility to people who are LGBT or perceived to be LGBT.

The pack looks at:

- what we mean by LGBT hate crime
- how LGBT prejudice and bullying behaviours in schools relate to hate crime
- the damage that these behaviours cause to their targets
- how people can help to challenge bullying behaviour.

## Aims

To provide classroom activities for students in key stages 3 and 4 to:

- support the school's policy and practice in preventing LGBT prejudice and bullying
- support teachers to challenge and respond to LGBT prejudice and bullying
- empower students to challenge and respond to LGBT prejudice and bullying
- teach students about the legislation relating to LGBT hate crime and its consequences for perpetrators.

## Objectives

On completing this pack students will understand:

- the damaging effect of LGBT prejudice and bullying on their targets
- what LGBT hate crimes are, see the relationships between them and hostility to LGBT people in school
- how small incidents can escalate into serious incidents if they are not stopped
- that there are steps they can take and they do not have to put up with LGBT prejudice and bullying, either as targets or witnesses
- the potential consequences for people who are convicted of hate crime aggravated by hostility to LGBT people.

## Options for teachers using this pack

The pack contains two core lessons which cover the objectives.

To enhance the students' learning and understanding, the pack contains a number of activities which enable them to think about the concepts in more depth. Teachers can choose to use as many or as few of these activities as they wish, or have time for.

# Glossary of terms

**Biphobia:** fear and/or dislike of bisexual people

**Bisexual:** being attracted to people of both sexes

**Crossdresser:** person who wears clothes or make-up commonly associated with the 'opposite' sex, but who do not necessarily identify as that gender.

**Discrimination:** unfair treatment of a person or group because of negative ideas held about that person or group

**Diverse:** a group or organisation that has many different people in it, for example people of different ethnicities; sexual orientation; gender and background

**Gay:** a term that is used to describe a man who has an emotional and/or sexual orientation towards men. Some women also define themselves as gay rather than lesbian; it is a generic term for lesbian and gay sexuality

**Heterosexual:** being attracted to people of the opposite sex

**Homophobia:** fear and/or dislike of lesbians and gay men

**Homophobic bullying:** bullying someone because they are lesbian, gay or bisexual or bullying someone using homophobic terms of abuse. Not only lesbian, gay and bisexual people are homophobically bullied

**Homophobic hate crime:** a crime committed against someone that the victim believes to be homophobic in nature – meaning motivated by a hatred for lesbian, gay and bisexual people

**Homophobic hate incident:** an incident, that may or may not be a crime, that the victim believes to be homophobic in nature – meaning motivated by a hatred of lesbian, gay and bisexual people

**Homosexual:** originally the term 'homosexual' was used by scientists and doctors to describe same-sex attraction and behaviour as a sign of mental disorder and moral deficiency. To obtain distance from such medical labels, the terms gay and lesbian are now used.

**Lesbian:** a woman who is attracted to other women

**LGB:** this is an acronym for lesbian, gay and bisexual

**LGBT:** this is an acronym for lesbian, gay and bisexual and transgender

**Prejudice:** a judgement made about someone without knowing them. It is usually called prejudice when the judgement is negative and prejudice is often formed by stereotypes

**Sexual orientation:** a combination of emotional, romantic, sexual or affectionate attraction to another person

**Stereotype:** a commonly held belief about a group of people – for example there are many stereotypes about the way that lesbian, gay and bisexual people look and act. Usually stereotypes are not true and they can be very offensive

**Straight:** being attracted to people of the opposite sex

**Transition:** A process through which some transgender people begin to live as the gender with which they identify, rather than the one assigned at birth. This may or may not include hormone therapy, sex reassignment surgery and other medical components.

## Glossary of terms cont'd

**Transgender/trans:** is a term that identifies the spectrum of those who feel that their assigned sex at birth does not match or sit easily with their sense of self.

- It encompasses transsexual people, transgender people and cross dressers, or anyone who challenges gender norms
- It may be that a trans person feels more the "opposite" sex and so chooses to use medical intervention in order to align their body with their mind, their external appearance with their internal feelings
- Cross dressers may dress to express the more masculine or feminine side of themselves, or simply because they find those clothes more comfortable

**Transsexual people:** this is a more clinical word used in the medical world and usually describes those who have decided to undergo procedures such as hormone therapy or surgical intervention

**Transphobia:** Transphobia is the fear or dislike of someone who identifies as transgendered or transsexual

*This glossary is based on glossaries published by Stonewall and Gendered Intelligence. We are grateful for their permission to use them.*

**This glossary is not a definitive list and it is important to remember that people should be referred to in the way that they wish to be referred to.**

# Section One

**ACTIVITIES AND  
WORKSHEETS**

# Introducing the pack to students

Begin by telling the students that they are going to be looking at what LGBT hate crime and bullying is, and how it can affect the lives of the people who are targeted and also the people who carry it out.

They are going to:

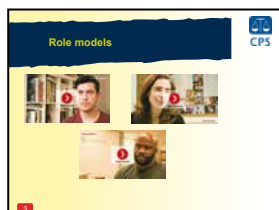
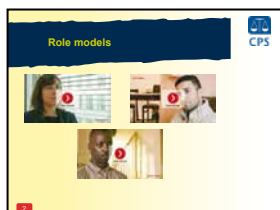
- learn about the damaging effect of LGBT prejudice and bullying on their targets
- learn what LGBT hate crimes are and see the relationships between them and hostility to LGBT people in school
- learn how small incidents can escalate into serious incidents if they are not stopped
- understand that there are steps they can take and they do not have to put up with LGBT prejudice and bullying, either as targets or witnesses
- understand the potential consequences for people who are convicted of hate crime aggravated by hostility to LGBT people.

## Section 1 Activity 1

### Warm-up activity – Looking at role models

This is a quick warm-up activity and should take 10-15 minutes depending on how much time you have available for the whole session. Students will hear from a range of people who have been successful (PowerPoint slides 2 and 3).

PowerPoint  
slides 2 and 3



Give each student a piece of paper and tell them that they are going to hear from 6 people who are successful in different ways.

Ask students to note down after they hear from each person at least one interesting fact about them and how they describe themselves.



Draw up a flip chart with two columns: one headed 'Interesting fact' and the other 'Self description'.

Select slide two and play the video of the first of the role models. Ask the class what they noted that was interesting and how the person describes themselves. Note this on a flip chart or white board. Repeat this for the other 5 role models.

Ask the class if they know what the difference is between sexual orientation and gender identity. Give them the chance to say what they understand, then give them a clear explanation, as follows.

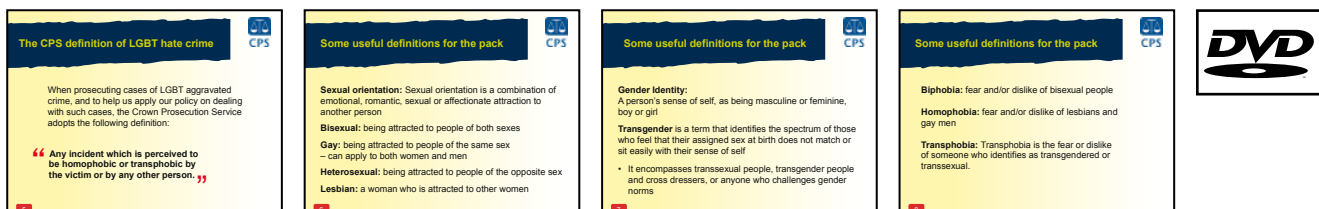
Everyone has a sexual orientation. Sexual orientation is a combination of emotional, romantic, sexual or affectionate attraction to another person. In other words, it's about who you are attracted to, fall in love with and want to live your life with.

Gender identity describes a person's sense of self in terms of being masculine or feminine or a boy or a girl. Gender identity is not necessarily dictated by a person's physiology.

Go on to share the aims and objectives of this pack and explain to the class that in order to ensure that we have a shared understanding of terminology used by some of the people in the clips we will be looking at some **Useful Definitions** in the next section.

Please note: Additional information about the role models is available in section 4 of the pack – **Useful information for teachers**. These are in the form of sheets that can be printed off and given to students or displayed in the classroom.

PowerPoint  
slides 5, 6, 7 and 8



Before moving on to activity 2, students can be given the glossary of terms used in the pack. They may refer to these throughout their work. (Information sheet 1, pp13-14.)

The **Glossary** is also intended to be a useful reference for teachers.

# Section 1

## Key stages 3 and 4

### Activity 2: introduction to anti-LGBT behaviour in school and LGBT hate crime

<p><b>Brief introduction.</b></p> <p>It is absolutely essential to ensure that the class is a safe place to learn for all students.</p>	<p>Ask students to discuss in pairs what they understand by treating someone with respect. Get some class feedback</p> <p>Then ask the students how they would like to be treated. Note their responses on the whiteboard</p> <p>Make it clear to the class that you expect a classroom where everyone treats all people with respect. Get class agreement to this principle</p> <p>Note: it is quite possible that the class will already have done work to establish a rights respecting classroom. If so, the teacher will simply need to remind them of the class code of ethics</p>
<p><b>Ask students:</b></p>	<p>Show the definitions of LGBT and LGBT bullying and hate crime. Discuss these to make sure they are understood. Discuss the concept of 'perceived to be'</p> <p>Give out the table showing categories of LGBT hate crime [Students' information sheet 2 [p19] or LGBT hate incidents based on sexual orientation or perceived sexual orientation, and gender identity or perceived gender identity, that might take place, inside or outside school. Give out Information sheet 3 [pp20-21]</p> <p>Explain that if there is an element of LGBT hate to an offence, the sentencing has to take that into account and is more severe. This is called 'an uplift' in sentencing. Give out information sheet 4 [pp22-26]</p> <p>Students look at them and discuss them in pairs</p>
	<p>Class discussion to identify which behaviours they have experienced or witnessed, or heard about, and to clarify any terminology, as necessary</p>
<p><b>Class discussion:</b></p>	<p>Give out the CPS information on LGBT hate crimes</p> <p>Look at similarities between the table and the CPS information, to pick out where behaviour might be a criminal offence [pp20-26]</p> <p>Students should be told that the behaviour in school is dealt with through education, the school disciplinary process and anti-bullying policy, and other school procedures. It would be rare for incidents to be reported as crimes</p>



## Categories of anti-LGBT hate crime or LGBT hate incidents based on sexual orientation or perceived sexual orientation, and gender identity or perceived gender identity, that might take place in or outside of school

Verbal abuse, anti-LGBT name-calling, insults, anti-LGBT comments or jokes
Verbal bullying and threats based on sexual orientation or perceived sexual orientation, or gender identity or perceived gender identity
Ridiculing and stereotyping comments based on sexual orientation or perceived sexual orientation, or gender identity or perceived gender identity
Ostracising and excluding from friendship groups for reasons of sexual orientation, perceived sexual orientation, gender identity or perceived gender identity
Rejecting someone or not wanting to work with them because of their sexual orientation, perceived sexual orientation, gender identity or perceived gender identity
Inciting others to hatred or hate behaviour based on sexual orientation or gender identity
Outing someone as gay or transgender
Spreading rumours about someone's sexual orientation
Posting anti-LGBT messages on the internet or mobile phone networks
Making hate graffiti directed at LGBT people
Damage or theft of personal property motivated by hostility to LGBT people
Wearing anti-LGBT symbols (for example, badges, t-shirts)
Showing or distributing anti-LGBT leaflets, comics or other propaganda
Attempting to recruit others to hate organisations promoting anti-LGBT behaviour and views
Cyberbullying, by the internet or mobile phone texts, based on hostility to LGBT people
Anti-LGBT chanting at football matches and other sports events, in and around the stadium
Physical violence motivated by hostility to LGBT people
Sexual violence motivated by hostility to LGBT people
Murder motivated by hostility to LGBT people



## What does the Crown Prosecution Service (CPS) mean by hate crime?

*"Any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender."*

The Association of Chief Police Officers (ACPO)  
and the CPS common definition of hate crime

## What does the CPS mean by LGBT hate incidents?

There is no statutory definition of a homophobic or transphobic incident. However, when prosecuting such cases, and to help us to apply our policy on dealing with cases with a homophobic or transphobic element, we adopt the following definition:

*"Any incident which is perceived to be homophobic or transphobic by the victim or by any other person."*

Both definitions help the CPS to identify all LGBT incidents on their case files to make sure they take that element into account when they make decisions about prosecuting.

## What happens to sentencing when there is an element of hate crime in the offence?

The criminal courts have a duty to treat any offence as being more serious where there is evidence that the accused person demonstrated hostility, or was motivated by hostility towards the victim because of the victim's sexual orientation, or perceived sexual orientation.

In these cases, where a person is found guilty, the court has a duty to take it into account when they are sentencing, and give a greater sentence.

Not all anti-LGBT incidents are criminal offences. However, even where the behaviour is not a crime in itself, it can be an aggravating factor and make another crime more serious and incur a greater sentence.



## **Why does the CPS treat crime more seriously when there is an element of hate crime, including hostility to LGBT people?**

The CPS regard homophobic and transphobic crimes as particularly serious because they undermine people's right to feel safe about and be safe in their sexual orientation, whether they are lesbian, gay, bisexual or heterosexual, and in their gender identity, whether they are women or men and including trans men and women. Such crimes are based on prejudice, discrimination and hate and they do not have any place in an open and democratic society.

**Note:** this information can be compared with Students' Information Sheet 5, to enhance understanding.



## An example of sentencing guidelines

Any offence can qualify for an uplift (increase in sentence) if the incident was wholly or partly motivated by hostility based on the real or perceived sexual orientation or gender identity of the victim.

**It is important to note that all of these offences could result in a person receiving a criminal record and this may have a negative impact on your life e.g. it may prevent you from applying for certain courses, restrict access to certain jobs and in some instances can prevent travel to some countries!**

What the law says  Potential Charges (what the police and the Crown Prosecution Service might charge you with if you commit the following offences)	If you are the person being targeted, what could the person offending you be charged with?	What the possible sentence could be
<b>Section 4 Public Order Act 1986</b> (Fear or provocation of violence)  (1) A person is guilty of an offence if he or she — (a) uses towards another person threatening, abusive or insulting words or behaviour, or (b) distributes or displays to another person any writing, sign or other visible representation which is threatening, abusive or insulting, with intent to cause that person to believe that immediate unlawful violence will be used against him or another by any person, or to provoke the immediate use of unlawful violence by that person or another, or whereby that person is likely to believe that such violence will be used or it is likely that such violence will be provoked.	<b>Section 4 Public Order Act 1986</b> <b>If you are worried or scared that someone is going to hurt you right now.</b>  Someone can be charged with this crime if he or she has done any of the following: Sworn at you, threatened you with violence or made you feel upset so you think something bad will happen to you straight away. Shown another person a picture or a message or any other image which makes you think that they or someone else is threatening you or upsetting you and you think something bad is going to happen to you straight away.	Maximum: £5,000 fine and/or 6 months and a criminal record



<b>What the law says</b>  <b>Potential Charges</b> (what the police and the Crown Prosecution Service might charge you with if you commit the following offences)	<b>If you are the person being targeted, what could the person offending you be charged with?</b>	<b>What the possible sentence could be</b>
<p><b>Section 4a Public Order Act 1986</b> (disorderly behaviour with intent to cause harassment, alarm or distress)</p> <p>(1) A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, he:</p> <p>(a) uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or</p> <p>(b) displays any writing, sign or other visible representation which is threatening, abusive or insulting, thereby causing that or another person, harassment, alarm or distress.</p>	<p><b>Section 4a Public Order Act 1986</b> <b>If someone is acting in such a way that you feel picked on or bullied, or saying nasty things about you which upset you.</b></p> <p>Someone can be charged with this crime if he or she has done any of the following:</p> <p>Called you names or said they are going to hurt you, or made gestures which you find upsetting and insulting and affect your sense of safety and wellbeing.</p> <p>Shown another person a picture or a written message or any other image which makes someone else start to threaten or upset you such that you are worried about your safety and wellbeing.</p>	<p>Maximum: Level 5 fine (£5,000) and/or 6 months</p>
<p><b>Section 5 Public Order Act 1986 – disorderly behaviour</b> (harassment, alarm or distress)</p> <p>A person is guilty of an offence if he —</p> <p>(a) uses threatening or abusive words or behaviour, or disorderly behaviour, or (b) displays any writing, sign or other visible representation which is threatening or abusive within the hearing or sight of a person likely to be caused harassment, alarm or distress thereby.</p>	<p><b>Section 5 Public Order Act 1986 – disorderly behaviour</b> <b>If someone is picking on you, frightening you and making you feel worried about your safety.</b></p> <p>Someone can be charged with this crime if he or she does any of the following:</p> <p>Acts in a way that is likely to upset people who are there at the time. The behaviour does not have to be directed at a particular person. It can be general abuse e.g. "All gays are bad" which is likely to upset someone, or</p> <p>Shows another person a picture or a written message or any other image or gesture which is likely to upset someone.</p>	<p>Maximum: £1,000 fine and a criminal record</p>



<b>What the law says</b>  <b>Potential Charges</b> (what the police and the Crown Prosecution Service might charge you with if you commit the following offences)	<b>If you are the person being targeted, what could the person offending you be charged with?</b>	<b>What the possible sentence could be</b>
<b>Common assault – Section 39 Criminal Justice Act 1988</b>  An offence of Common Assault is committed when a person either assaults another person or commits a battery.	<b>Common Assault – Section 39 Criminal Justice Act 1988</b>  Someone could be charged with this crime when they cause someone to fear the use of force e.g. being hit or uses force against that person e.g. physically hurts them.	Maximum: £5,000 fine and/or 6 months and a criminal record
<b>Section 2 Protection from Harassment Act 2007</b>  The elements of the section 2 offence are: <ul style="list-style-type: none"> <li>• a course of conduct;             <ul style="list-style-type: none"> <li>– which amounts to harassment of another; and</li> <li>– which the defendant knows, or ought to know amounts to harassment of another.</li> </ul> </li> </ul>	<b>Section 2 Protection from Harassment Act 2007</b>  Someone can be charged with this offence if they do any of the following: <ul style="list-style-type: none"> <li>• Pick on someone in such a way that the person feels frightened and unsafe day after day.</li> <li>• And the person knows they are acting in such a way as to cause someone else upset and fear.</li> </ul>	Maximum: £5000 fine and/or 6 months and a criminal record
<b>Section 127 of the Communications Act 2003</b>  Improper use of public electronic communications network.  (1) A person is guilty of an offence if he— (a) sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or (b) causes any such message or matter to be so sent.	<b>Section 127 of the Communications Act 2003</b>  Someone can be charged with this offence if they do any of the following: <ul style="list-style-type: none"> <li>• If they use the internet or their mobile phone to send a message or an image to someone, about someone or something which could be very upsetting, offensive or annoying to anyone who sees it or hears it.</li> <li>• If they knowingly spread false rumors about someone.</li> </ul>	Maximum: £5000 fine and/or 6 months and a criminal record





<b>What the law says</b>  <b>Potential Charges</b> (what the police and the Crown Prosecution Service might charge you with if you commit the following offences)	<b>If you are the person being targeted, what could the person offending you be charged with?</b>	<b>What the possible sentence could be</b>
<p>(2) A person is guilty of an offence if, for the purpose of causing annoyance, inconvenience or needless anxiety to another, he— .</p> <p>(a) sends by means of a public electronic communications network, a message that he knows to be false, .</p> <p>(b) causes such a message to be sent; or</p> <p>(c) persistently makes use of a public electronic communications network.</p>		
<p><b>Section 1 of the Malicious Communications Act 1988</b></p> <p>Offence of sending letters etc. with intent to cause distress or anxiety.</p> <p>(1) Any person who sends to another person— letter, electronic communication or article of any description which conveys—</p> <p>(i) a message which is indecent or grossly offensive;</p> <p>(ii) a threat; or</p> <p>(iii) information which is false and known or believed to be false by the sender; or</p> <p>(b) any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.</p>	<p><b>Section 1 of the Malicious Communications Act 1988</b></p> <p>Someone can be charged with this offence if they do any of the following:</p> <ul style="list-style-type: none"> <li>• Wrote, or used a mobile phone or computer to send someone upsetting or offensive messages e.g. homophobic or transphobic remarks via Facebook, Tweet etc.</li> <li>• Sent an indecent, grossly offensive or threatening letter, electronic communication or other article to another person with the intention that it should cause them distress or anxiety.</li> </ul>	<p>Maximum: £5000 fine and/ or 6 months and a criminal record</p>



What the law says  Potential Charges (what the police and the Crown Prosecution Service might charge you with if you commit the following offences)	If you are the person being targeted, what could the person offending you be charged with?	What the possible sentence could be
<p>(2A) In this section "electronic communication" includes—</p> <p>(a) any oral or other communication by means of a telecommunication system (within the meaning of the Telecommunications Act 1984 (c. 12)); and</p> <p>(b) any communication (however sent) that is in electronic form.</p> <p>(3) In this section references to sending include references to delivering or transmitting] and to causing to be sent, delivered or transmitted] and "sender" shall be construed accordingly.</p>		

### Things to note

#### Joint enterprise

Joint enterprise can apply where two or more persons are involved in an offence or offences. The parties to a joint enterprise may be principals (P) or secondary parties (accessories / accomplices) (D). A principal is one who carries out the substantive offence i.e. performs the conduct element of the offence.

A secondary party is one who assists or encourages (sometimes referred to as "aids, abets, counsels or procures") P to commit the substantive offence, without being a principal offender. However, a secondary party can be prosecuted and punished as if he were a principal offender.

#### This means that:

If you are part of a group where you joined in and/or encouraged someone in that group to hurt or harm someone else either physically or emotionally, then you could be charged with joint enterprise.

#### Actions which may be considered common assault include but are not limited to:

Spitting, kicking, slapping, touching heads, raised fist, pushing, grabbing hands, holding throat, stamping on foot.

#### This means that:

The Judge in a case will view unwanted behaviour, (such as spitting, kicking, slapping, touching heads, raised fists, pushing, grabbing hands, holding someone's throat and stamping on people's feet), as a criminal act and could find the person guilty of an assault.



## LGBT motivated bullying and other bullying – similarities and differences

### Similarities

- All students who are targeted experience great distress. They may become depressed and lacking in self-confidence and feel worthless.
- They may feel afraid or threatened. If they are targets of cyberbullying, they may feel they cannot trust anybody.
- They may feel isolated and unwanted.
- They will find it difficult to concentrate on their learning and may fall behind at school or even avoid going to school through fear.
- They will be distressed by the fact that they are being bullied about something they can do nothing about – their size, whether they wear glasses, their sexual orientation, the colour of their hair, the colour of their skin, their religious or cultural background.
- They may be too unhappy or frightened to tell anybody. Teachers and even parents are sometimes not aware of the cruel behaviour that students are experiencing. They may even resort to desperate measures such as self-harm and even suicide.
- Those who engage in bullying develop a false feeling of their own superiority.

### Differences

- Anti-LGBT hate behaviour has all the features of bullying but has others over and above them.
- People can suffer serious harm, and even murder, because of their sexual orientation or perceived sexual orientation.
- People can be subject to personal information about themselves being broadcast which they did not want to be known.
- People can suffer from cruel innuendo campaigns.
- A major difference in the case of an anti-LGBT attack or insult is that a person is attacked not only as an individual, as in most other offences, but as a member of a community or group. This has three particularly harmful consequences:
  - other members of the same group or community are made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised; it is all members of the same community. Furthermore, the person being bullied or attacked because of their sexual orientation will be afraid that other members of their community might also be attacked and are at risk.
  - anti-LGBT words and behaviour feel like attacks on the person's identity and self-worth. This means that often they hurt more deeply.
  - the offenders often see themselves as being supported by their own family and community who agree with their anti-LGBT views. This gives them a false sense of their own superiority.

# Section 1

## Key stages 3 and 4

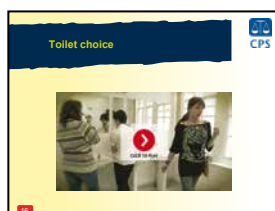
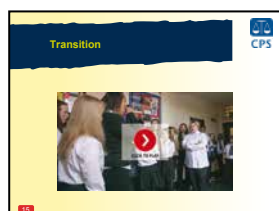
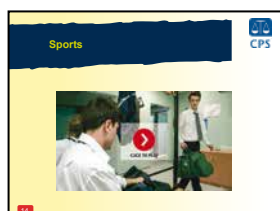
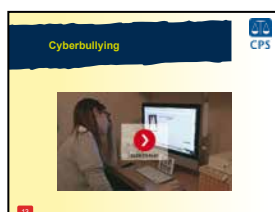
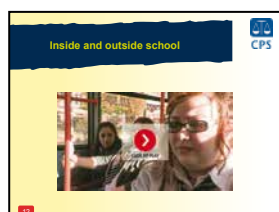
### Activity 3: real stories

<b>Activity:</b> <b>DVD: LGBT Hate Crime DVD</b> (section 1)	To watch 5 dramatisations of anti-LGBT behaviour, inside and outside school, and discuss the issues they raise
<b>Learning objectives:</b>	For students to consider a range of prejudice-related behaviour in familiar situations and the implications for targets, witnesses and perpetrators
<b>Learning outcome:</b>	Students will understand more about anti-LGBT behaviour, its damaging impact and their own roles and responsibilities
<b>Tools:</b>	The PowerPoint DVD Worksheets 1 - 5 [pp32-36] Computer with DVD drive and internet access

#### Section 3 extension and enhancement activities

<b>1a, 1b, 1c [pp 56-63]</b>	Simulation exercise: legislation and consequences
<b>2 [p64]</b>	Looking at similarities between anti-LGBT incidents and bullying in school and the legislation and sentencing on LGBT hate crime
<b>3 [pp65-67]</b>	Looking at the consequences of ignoring bullying. Discussion and individual writing activity
<b>4 [pp67-71]</b>	To demonstrate the dangers of cyberbullying
<b>5 [pp72-77]</b>	Simulation exercise to look at ways of taking action to prevent and respond to cyberbullying

PowerPoint  
slides 11, 12, 13, 14, 15 and 16



## Teachers' notes

The DVD is a PowerPoint presentation in two sections. The first part of the PowerPoint presentation has 5 embedded filmed dramatisations. Students should be told that these are based on real experiences, although everybody taking part is an actor, some of whom are LGBT. Then the PowerPoint and the films should be shown to the whole class.

The discussions below should take place after the showing of the related scenario. Note that the concerns in these scenarios can be dealt with in greater depth using the extension and enhancement activities in the pack.



### ① Inside and outside school

Ask students: what was happening in the classroom?

What was the girl being bullied about?

What did it lead to?

Teachers might want to draw out the following:

- The girl is being bullied because she is, or is perceived to be, bisexual.
- When bisexual people are called greedy, this is a stereotype about bisexual people.
- Bisexual people often experience homophobic language and bullying as well as biphobic language and bullying.
- Spitting and threatening are public order offences, in this case aggravated by hostility based on sexual orientation.

**Note: In the clip, and in following clips, several offensive words are used. The teacher should make it quite clear to the class that these words are offensive and unacceptable in any circumstance. This message should be reinforced by reminding the class of the discussion about a classroom where everybody is respected.**



### ② Cyberbullying

Ask the students what they thought the relationship between the boy and the girl was in the beginning of the story.

Was he really her friend?

Were the friends on her social networking page really her friends?

Ask the students if they have had experience of cyberbullying, either themselves or other people. What do they think the girl should do about it?

Teachers might want to draw out the following:

- People often act online in a way they would never act in 'real life'. People should only ever write communications they would be happy to say to someone face-to-face.
- Section 127 of the Communications Act 2003 can apply to computer-based and mobile phone bullying. Hostility based on sexual orientation can be taken into account in sentencing.
- Some people experience obstacles and setbacks when they come out as gay but for others there may be no problems at all.

**Make sure the class knows about internet safety, reporting procedures and helplines.**

## Teachers' notes



### 3 Sports

Ask the class how the rest of the boys treat Luke when he goes into the changing room?

What did they tell Luke to do? Do they think it was appropriate?

Why do they think Luke was not picked? Was that fair?

Is this the kind of changing room atmosphere that people would feel comfortable in?

Teachers might want to draw out the following:

- Some people think that boys who are gay don't play sports (or that all girls who play sport are lesbians). These are stereotypes about gay people.
- It is never appropriate to ask a gay person to use separate changing facilities.



### 4 Transition

Ask the students what happened in the clip.

Ask the students what they thought about the students' attitude and behaviour to the boy coming back to school.

Do they think that the students had any understanding of the boy's situation?

How do they think the boy felt?

- When transgender people begin to live as the gender with which they identify, rather than the one assigned at birth this is called transitioning. Part of the process is to live in the new gender socially, in education and at work.
- Explain to the class that not everyone who lives in the gender they identify with has hormone treatments or surgery. The most important thing to remember is to treat people the way they wish to be treated.
- This may be a Section 4a Public Order offence as the people directing the comments are intentionally causing harassment, alarm or distress.



### 5 Toilet choice

Ask the students what happened in the clip.

Thinking about how the girl in the clip was treated, can the class understand why she might have felt hesitant about going into the toilets?

- In wider society you are going to meet transpeople. Most people won't be able to tell their gender identity and some may be in the early stages of transition and stand out more visibly.
- Refusing service is against the law (Equality Act); ridiculing, harassing or abusing someone is transphobia.
- Transgender people must be supported to use all the facilities appropriate for the gender with which they identify themselves.
- One man might be charged with a Section 5 offence as they are causing harassment, alarm and distress and the second charged with joint enterprise.

## Teachers' notes

# Real stories

### Worksheets for 5 scenarios

For each scenario there is a worksheet.

Divide the class into five small groups and allocate a scenario to each group.

Copy enough of each worksheet so that each student has a worksheet for his or her scenario.

Have some spares in case there is time and students want to go on to a second scenario.

- ① **Inside and outside school**
- ② **Cyberbullying**
- ③ **Sports**
- ④ **Transition**
- ⑤ **Toilet choice**

# Worksheet

## 1 Inside and outside school



### In the classroom

Is this hate bullying? Why do you think that?

Can you identify some of the factors which allowed it to continue without being stopped?

### In the corridor

What actions does the teacher take when she sees the girls? In your view, is this helpful?

Why do you think that?

Is there anything different that you would have liked the teacher to do?

### In the bus

What offences were the girls committing? (You can look at students' information sheet 4 to help you).

How do you think the girl who was targeted felt?



# Worksheet

## 2 Cyberbullying



In this scenario the girl feels confident to come out to her friend.  
How does he react?  
Can you think of some of the reasons that might have made him react in that way?  
Did the other students in school help or did they make things worse?

Cyberbullying is a type of emotional or psychological bullying. People say that emotional and psychological bullying are worse than physical bullying because they will have long term effects on the person being bullied.  
Do you agree with this?

What does the law say about the messages she is reading? Look at 'An example of sentencing guidelines' to help you (Students' information sheet 4).

# Worksheet

## 3 Sports



### In the changing room

Circle the words that apply to the changing room culture in the scenario you have watched. Which three words describe it best? Can you add any more words?

Welcoming | inclusive | bullying | threatening | intolerant | understanding | friendly | accepting | open-hearted | friendly | unfriendly | unwelcoming | rejecting | hostile | cold | inhospitable | accepting | open-minded | blinkered | small-minded | narrow-minded | prejudiced | biased | intimidating | discriminating | oppressive | harassing | supportive | helpful | kind | sympathetic | empathetic | compassionate | reassuring | caring

How do you think the behaviour in the changing room and the gym made Luke feel?

Do you think Johnny's behaviour was bullying? Why do you think that?

# Worksheet

## 4 Transition



Thinking about the students' behaviour in the corridor, do you think they were ignorant or do you think they were informed about the boy's situation? What in the video showed you that?

In the students' situation, what would you want to know before the boy came back to school, so you could treat him with respect?

Faced with that situation in the corridor, do you think the boy kept his dignity?  
Do you think he was brave?  
How do you think his classmates' words made him feel?

Imagine that scenario happened in your class. How could your class support the boy coming back to school and make him feel welcome and included?

# Worksheet

## 5 Toilet choice



### Ladies' toilets

Can you say why the person went into the ladies' toilets and not the mens' toilets?  
How did the women behave towards her?  
How did that make her feel?

### Gents' toilets

In the gents' toilets what happened when she went into the cubicle?  
Did the man who banged on the door commit any crime? If so, what could he be charged with? See the students' information sheet 4 to help you.

### Disability toilets

What made her finally consider using the accessible toilets?  
Was this appropriate for her?

# Section Two

**ACTIVITIES AND  
WORKSHEETS**

# Section 2

## Key stages 3 and 4

### Activity 1: victims talking

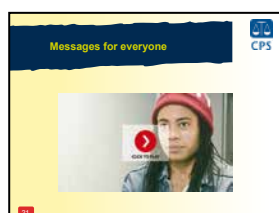
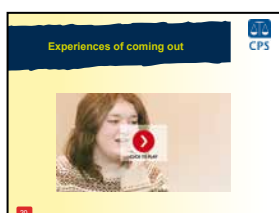
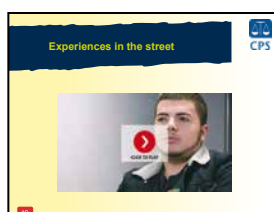
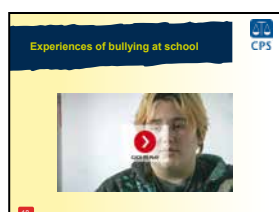
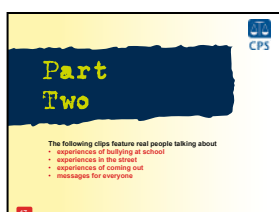
<b>Activity: Activity 1</b> <b>DVD: LGBT Hate</b> <b>Crime DVD (section 2)</b>	To watch young people talking about their experiences of hostility to LGBT people and the effects on them To watch young people talking about their experiences of coming out as LGBT people To watch young people's positive messages for everyone
<b>Learning objectives:</b>	For students to understand and empathise with targets of hostility to LGBT people
<b>Learning outcome:</b>	Students will understand more about LGBT hate behaviour and its damaging impact
<b>Tools:</b>	The PowerPoint DVD Worksheets Computer with DVD drive and internet access

#### Section 3 extension and enhancement activities

<b>6 [pp74-77]</b>	Creative activities to develop empathy
<b>7 [pp78-80]</b>	Developing an inclusive classroom and a supportive peer group
<b>8 [pp81-83]</b>	Discussion exercise: bullying in sport is counterproductive
<b>9 [pp84-86]</b>	Exploring victims' feelings

PowerPoint

slides 17, 18, 19, 20 and 21



## Teachers' notes

Remind the students of the issues they discussed in the last session.

Tell them that in the first part of this lesson they are going to see some young people talking about what actually happened to them. In the second part of the lesson they will be giving their views and working on how they could make a difference.

Distribute the Worksheets no. 1a - 1e, [pp40-44] with the photographs, one for each student. Show the students the first part of the video and ask them to listen out for what people are saying about how their experiences make them feel.

Then give them 10 minutes to make notes on the worksheets 1a - 1e of anything they remember the people saying.








Working in groups for 10 minutes, they discuss what they have noted and in the space at the end of their worksheet they write what their group thinks are some of the worst effects of LGBT hate incidents. They record these in the top half of worksheet 1e. Tell them not to write in the second half of the worksheet yet.

Finally, tell the students that you are going to show them some of the thoughts and advice the people in the video have for others. Distribute worksheets 1f and 1g [pp45-46]. Show them the last piece of film 'Messages to Everyone' and ask them to listen carefully to what the people are saying. Give the students time to make any notes they want to, using worksheets 1f and 1g to help them remember. Then, either individually, or in groups, ask the students to complete the final box choosing three positive actions people could take to support people who are LGBT and to stamp out bullying and harassment.

In the final debrief for this activity, give the students a minute in silence to complete the last question in the box.

# Worksheet 1a: Victims talking






## -Experiences of bullying at school

Person talking	How did their experiences make them feel?
	Nathaniel
	Jess
	Michael
	Marie
	Luke
	Kam
	Rhys



# Worksheet 1b: Victims talking

## -Experiences of bullying at school

Person talking	How did their experiences make them feel?	
	Joshua	
	Kael	
	Beth S	
	Roxxi	
	Rhiannon	








# Worksheet 1c: Victims talking

## -Experiences in the street

Person talking	How did their experiences make them feel?
	<div>Joshua</div>
	<div>Sarah</div>
	<div>Gemma</div>
	<div>Hebe</div>
	<div>Alex D</div>
	<div>Alex M</div>

# Worksheet 1d: Victims talking

## -Experiences of coming out

Person talking	How did their experiences make them feel?	
	Jess	
	Alex D	
	Rhys	
	Beth S	
	Rhiannon	
	Nathaniel	
	Sarah	

## Worksheet 1e: Victims talking








**What are some of the worst effects of LGBT hate incidents that we have found out?**

**What are three positive actions people could take to support people who are LGBT and to stamp out bullying and harassment?**

**Watching the people talking has made me think.**






# Worksheet 1f: Victims talking

## -Messages for everyone

Person talking	What positive messages are they giving?	
	Rhys	
	Sarah	
	Roxxi	
	Luke	
	Nathaniel	
	Rhiannon	
	Pagan	

# Worksheet 1g: Victims talking

## -Messages for everyone

Person talking	What positive messages are they giving?
	Beth S
	Beth E
	Joshua
	Jess
	Alex D
	Lola
	Kael

# Section 2

## Key stages 3 and 4

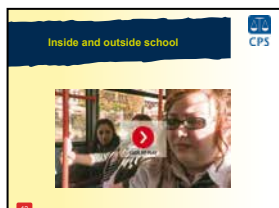
### Activity 2: taking action

<b>Activity 2</b> <b>DVD: LGBT Hate</b> <b>Crime DVD (section 2)</b>	For students to look at the dynamics of intimidation, harassment and bullying in the classroom, and consider how to challenge and resist it
<b>Learning objectives:</b>	For students to understand the roles that people play in bullying scenarios and role play ways to resist it For students to have more confidence to resist For students to see that, if possible, working together is best
<b>Learning outcome:</b>	Students will feel more confident to talk about and challenge bullying, intimidation and harassment
<b>Tools:</b>	Worksheets 2a-2c [pp51-53] Whiteboard Flipchart paper Glue Marker pens

#### Section 3 extension and enhancement activities

<b>1a, 1b, 1c [pp56-63]</b>	Simulation exercise: legislation and consequences
<b>3 [pp65-67]</b>	Looking at the consequences of ignoring bullying. Discussion and individual writing activity
<b>4 [pp67-71]</b>	To demonstrate the dangers of cyberbullying
<b>5 [pp72-77]</b>	Simulation exercise to look at ways of taking action to prevent and respond to cyberbullying
<b>7 [pp78-80]</b>	Developing an inclusive classroom and a supportive peer group
<b>8 [pp81-83]</b>	Discussion exercise: bullying in sport is counterproductive

PowerPoint  
slide 12



## Teachers' notes

**Tell the students** they are going to look at what people might do if they witness a situation of hostility to LGBT people, or bullying. In this case the person in the video is being bullied because she is bisexual, but the situation would apply to people being bullied in any circumstance.

Give each student a copy of the three pictures from the video they saw last session. Each person in the pictures has been allocated a letter to identify them.

Ask the students if they think that is a happy classroom to be in.

Ask the students what is happening. Then ask if they remember what happens next.

Ask the students who is involved in the bullying. Write up their responses on the whiteboard.

Then give the students 10 minutes in small groups to discuss the role of each of the people in the picture. Let them feed back their conclusions in a class discussion.

Give the students the second worksheet, with the definitions of targets, perpetrators, henchpersons, bystanders and upstanders, and go through it briefly to make sure that they understand. Give the students 5 minutes to do their labelling.

Then ask the class which students are in each of the roles. Draw out the following:

- they should realise that no-one in the class was prepared to be an upstander.
- ask the class why people find it hard to be an upstander and discuss the implications.
- point out that the people who know about it and ignore it are also involved. They play a role in colluding and this supports the bullies and makes the targets feel that they are against them. Draw out a discussion about the boy who is working with the girl being bullied. What is his role in the scenario?
- it is much easier to be an upstander if you act with friends rather than on your own.
- if it has not come out in the discussion, emphasise that they should always **TELL SOMEONE**.

Draw out the following parallels with the legal system. Write them on the whiteboard and make sure everyone has understood them. It is particularly important to make clear that if people are involved in an incident, even though they may not have actively carried out the crime, they can be accused jointly, and that is known as joint enterprise.

Target	→	victim
Perpetrator	→	accused
Henchperson	→	accused
Bystander	→	witness, and possibly joint enterprise
Upstander	→	witness



## Teachers' notes cont'd

**Give each group** a sheet of flipchart paper and stick a copy of the pictures in the middle of it (see diagram on page 50.)

- In groups the students discuss some of the ways in which the students in the pictures could have stopped the bullying. What could they have said?
- As they prepare their 'script' they draw lines from the person to a speech bubble on the flipchart. Groups should see how many positive ways they can find to show how the scenario could have ended well. Ideally there should be at least one speech bubble from each student in the picture, except perhaps the bully who is the person being challenged.
- In the plenary, groups take it in turns to read out their ideas. They should be told to imagine they are one of the people in the picture and say them assertively. It may help if the groups stand up for their turn.

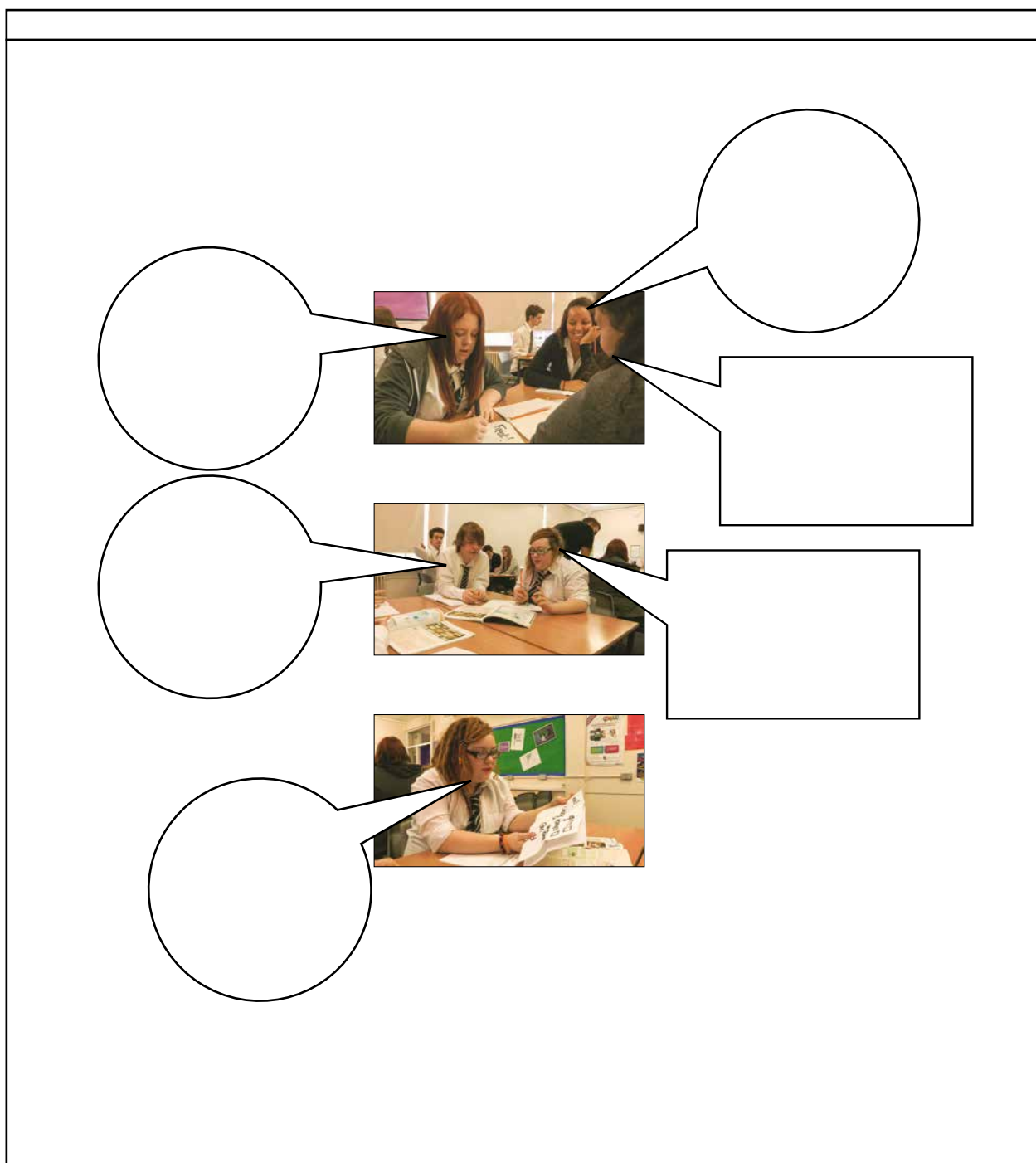
(This is a good way for students to experience voicing the challenges and taking action with friends.)

- Remind the class of the discussion about why people find it difficult to speak out. Ask them if they think that bullies also find it difficult to stop what they are doing and speak out sometimes.
- Ask the class whether they think that it is possible for a class to help bullies stop what they are doing and change their behaviour.

The sheets can be displayed around the class as a resource for students to look at.

**NB. It is important to debrief the class and always leave the students on a positive note.**

**Extension activity:** if more time is available, or as a possible homework task, students can 'stop the action' from a moment in any of the pictures and write an alternative ending to this story.



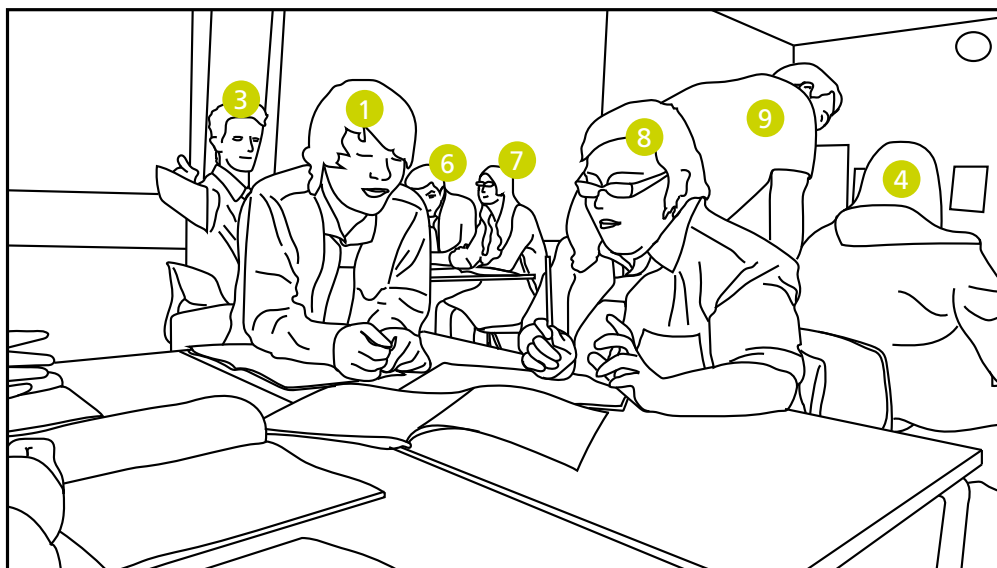
### Teachers' notes cont'd

Students paste the photos onto a sheet of flipchart paper and draw as many speech bubbles with positive comments as they can.

## Worksheet 2a: Taking action



## Worksheet 2b: Taking action



## Worksheet 2c: Taking action

These are pictures of the classroom. A person is being bullied. We will call that person the target. The lead bully, who we will call the perpetrator, has two people helping. We will call them the henchpersons. There are other students in the class. Some are watching it happening. They might be laughing, they might pretend not to notice or they might just be too scared to do anything. We will call them the bystanders. A person who is willing to support the target, or to tell people to stop, or to get help is called an upstander.

**In your groups, look at the picture**

- Put the letter T by the target
- Put the letter P by the perpetrator
- Put the letter H by the henchpersons
- Put the letter B by the bystanders
- Put the letter U by the upstanders

Which of the people in the diagrams could help the situation to end well?



# Section Three

## EXTENSION AND ENHANCEMENT ACTIVITIES

These are optional and additional and teachers can use as many or as few of them as they wish or have time for. However, we strongly recommend teachers consider them as they will deepen the students' understanding of the impact of anti-LGBT behaviours, and provide some strategies for challenging them and avoiding these behaviours themselves.

- This section contains more in-depth classroom activities in which students can give more thought to the serious issues in the pack. Students can think about their own roles and responsibilities, about how to challenge and resist anti-LGBT behaviours, about how to move from being a bystander to being an upstander, about preventing and challenging bullying and about potentially far-reaching consequences for everyone involved in such incidents.
- There are suggestions for using the activities in different curriculum areas.
- There are also indications of the key stages for which they are suitable.

# Section 3

## Key stages 3 and 4: lesson plan

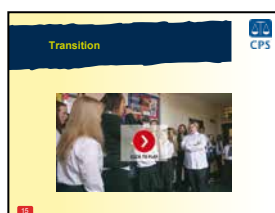
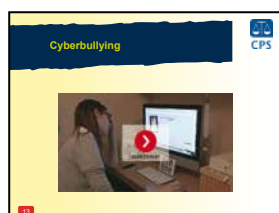
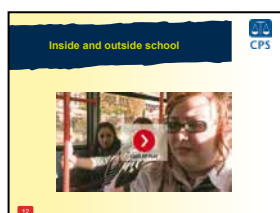
This exercise relates to identifying potential criminal charges in three of the scenarios in the video:

- Inside and outside school (the scene on the bus) [activity 1a]
- Toilet choice [activity 1b]
- Cyberbullying [activity 1c]

## Activity 1: simulation exercise

Where the activity can be used	
<b>Concepts to be enhanced:</b>	Legislation and consequences The exercise should bring out the potential criminal charges, including the concepts of 'aggravated', 'motivated', 'witnesses' and 'joint enterprise', and indicate possible consequences It also gives information on relevant equality legislation
<b>Curriculum areas:</b>	Citizenship Literacy Drama
<b>Contributes to spiritual, moral, social and cultural development:</b>	Yes
<b>Tools:</b>	Worksheets below for every pupil [1a-1c, pp58-63] An example of sentencing guidelines used to prosecute LGBT hate crime Information sheet 4 [pp22-26]

PowerPoint  
slides 12, 13 and 15



## Teachers' notes

There are flexible ways of using this exercise, depending on the teaching and learning needs and situation.

1. The class can be split into groups, each working on one of the scenarios, and sharing their findings in a plenary at the end.



## Teachers' notes cont'd

2. The groups can cover more than one scenario if the time permits.
3. The last scenario, cyberbullying, is extremely powerful, and an important one to work on in class. This activity is specifically about legal consequences, and can be used in conjunction with Section 3, activity 4 [p68] about the nature and potential seriousness of cyberbullying and how to address it.

**Note:** in this scenario the ending is left open. Teachers must be sensitive to similarities with the experience of students in their school or their families. There may be situations in which it would not be appropriate to use this scenario.

**Class discussion:** ensure that the students remember the scene or scenes from the DVD that they will be working on. If needed, play the scene or scenes to the class again.

Students work in groups.

Tell them that they are a team of police officers investigating an incident. They believe it was an LGBT hate crime. They have CCTV footage of the whole incident and they have identified all of the people in the CCTV.

Distribute the three worksheets to every group. The students should discuss the potential questions and the potential charges, to share their ideas. However the teacher can decide whether they will record their answers individually, or as a group, on one sheet.

In the final class plenary they can discuss the possible charges they have identified and what the potential consequences would be for any person found guilty. There may well be different opinions on additional offences from different groups. These should all be discussed seriously.

### Some points for the debriefing after the plenary

#### Bus scenario [activity 1a]

The students should find spitting and threatening are public order offences, in this case aggravated by hostility based on sexual orientation. The second bully can also be charged with joint enterprise. The students may discuss whether the other people on the bus could also be charged with joint enterprise but in this case they might just be treated as witnesses.

#### Cyberbullying scenario [activity 1b]

The students should have found that Section 127 of the Communications Act 2003 applies to all involved in the computer and mobile phone bullying. The sentencing will take the hate crime aspect into account and be more serious.

#### Toilet scenario [activity 1c]

The students should find that the women and men can be charged with public order offences, in this case aggravated by hostility based on gender identity. They may consider that one man might be charged with the offence and the second charged with joint enterprise.

Tell the students that guidance from the Equality and Human Rights Commission says that transgender people should not be made to use accessible toilets unless of course they have a disability and need to use them. Transgender people must be supported to use all the facilities appropriate for the gender with which they identify themselves.

## Worksheet 1a

### Bus scenario: identifying potential criminal charges



Look at the three pictures.

In the first picture one girl is about to spit at the victim while her friend watches.

In the second picture people on the bus are watching what is going on.

In the third picture the victim is being supported by the girl sitting with her. The bus carries CCTV and the girl supporting the victim complains to the police about what happens.

You are the investigating officers.

*Who would you interview?*

*Could you bring any charges? If so, who would you charge and what would you charge them with?*

Refer to information sheets 3 and 4 to help you. Record your answers on the sheets below, one for each person in the incident.



## Worksheet 1a

### Bus scenario: identifying potential criminal charges

Incident on the bus 3 April
Investigating officer(s):
Person to be interviewed:
Reason for interview:
Interview questions:
Possible charges (or state if the person has been interviewed as a witness only)

## Worksheet 1b

# Cyberbullying: identifying potential criminal charges



Look at the three pictures.

They relate to ongoing incidents alleged to be cyberbullying aggravated by homophobic hostility.

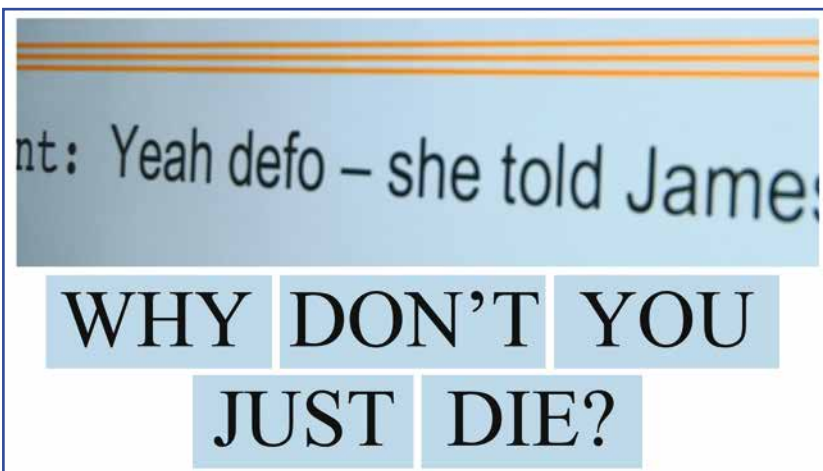
You are the investigating officers. You have been given access to the victim's social networking and mobile phones.

*Who would you interview?*

*Could you bring any charges? If so, who would you charge and what would you charge them with?*

Refer to information sheets 3 and 4 to help you.

Record your answers on the sheets below, one for each person in the incident.



# Worksheet 1b

## Cyberbullying: identifying potential criminal charges

Cyberbullying incidents 3 April
Investigating officer(s):
Details of incidents to be investigated:
Person to be interviewed:
Reason for interview:
Interview questions:
Possible charges (or state if the person has been interviewed as a witness only)



## Worksheet 1c

### Toilet choice: identifying potential criminal charges



You are police officers called to reports of a disturbance in a gents' toilet. Somebody passing has called the police. Your initial investigation identifies a distressed young trans woman who, on questioning, tells you that she has been made to feel threatened and unwanted and obliged to use the accessible toilet.



On investigation you discover that there has already been an incident in the ladies' toilets.

*Who would you interview?*

*What account of the incidents would you give?*

*Could you bring any charges? If so, who would you charge and what would you charge them with?*



Refer to information sheets 3 and 4 to help you.

Record your answers on the sheets below, one for each person in the incident.

# Worksheet 1c

## Toilet choice: identifying potential criminal charges

Incident in the toilets 3 April
Investigating officer(s):
Person to be interviewed:
Reason for interview:
Officer's (officers') report of the incident based on the interview
Possible charges (or state if the person has been interviewed as a witness only)

# Section 3

## Key stages 3 and 4: lesson plan

### Activity 2: looking at similarities between anti-LGBT incidents and bullying in school and the legislation and sentencing on LGBT hate crime

Where the activity can be used	
Concepts to be enhanced:	Learning the range of anti-LGBT behaviours Learning that consequences for perpetrators can become serious
Curriculum area:	Citizenship
Contributes to spiritual, moral, social and cultural development:	Yes
Tools:	Students' information sheets 2 [p19]; 3 [pp20-21]; 4 [pp22-26]; 5 [p27]

### Teachers' notes

- Start by distributing the table of anti-LGBT incidents in school. Give the students time to read it and ask if they have any questions.
- Explain the concept of hate crime to the students and the uplifted sentencing for aggravated crime. Hand out the information sheet on sentencing.
- Ask the students to pick out the similarities between anti-LGBT incidents in school and hate crime. For this task allow the students to discuss in pairs.
- Finally, have a class plenary for students to feed back what they have found.

Nb. In the course of introducing this activity to the class, they may ask why the CPS regards LGBT aggravated hate crime more seriously. They can be given the Information sheet 5 [p27] on similarities and differences between anti-LGBT bullying and other bullying. Alternatively the teacher might find it a useful reference to use in talking to students.



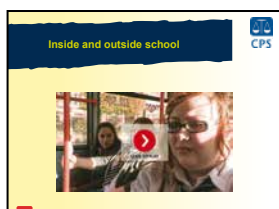
# Section 3

## Key stages 3 and 4: lesson plan

### Activity 3: looking at the consequences of ignoring bullying. Discussion and individual writing activity

Where the activity can be used	
<b>Concepts to be enhanced:</b>	Taking responsibility for your own actions, resisting peer pressure, thinking about consequences, how ignoring problems allows them to escalate, empathy
<b>Curriculum areas:</b>	Literacy Citizenship
<b>Contributes to spiritual, moral, social and cultural development:</b>	Yes
<b>Tools:</b>	Worksheet 3 for each pupil [p66] DVD part 1 'Inside and outside school' clip to refresh memory of the story

PowerPoint  
slide 12



## Teachers' notes

### Class discussion

Play the complete inside and outside school scenario to the class.

Point out that although the story ends with an unpleasant physical assault, it started much earlier.

- Ask the class to say how and where it started.
- Then ask them to tell you what happened in the corridor when the students left the classroom. Did anyone intervene to stop what was happening?
- Ask the students if they think it is easy for young people to get drawn into situations where they can hurt other people.
- Remind them that the teacher interrupted the girls kicking the target's bag. She sent them off to class. Ask if they think the teacher saw what was happening. Did anyone tell her?
- Spend some time discussing why it is that students often do not tell teachers what is going on. Point out that in the case of ALL bullying, they must TELL SOMEONE.
- Ask if they think there is such a thing as shared responsibility.
- If anyone had intervened, do they think matters would have gone that far?

Tell the class they are going to look at the roles and responsibilities of the people on the bus.

Give the students a copy of students' worksheet 3 [p67].

They are going to choose a person to write about. Check that the range of target, perpetrator, henchpersons, bystanders and upstander is represented in their choice. If it is not, ask for volunteers to cover the range.

## Worksheet 3

### Looking at the consequences



Imagine you are one of the people in this picture. You are writing about it in your diary the following day, for no-one's eyes but your own.

- Start by saying who you are (I am A, B, etc)
- Write the story from your perspective
- Say whether you think you or anyone behaved in a homophobic way
- Say why you behaved in the way that you did
- Say how you felt at the time
- Say how you feel now, one day later thinking back
- Say if you wished you had done something differently, and why

# Section 3

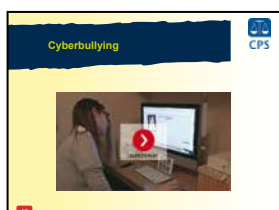
## Key stages 3 and 4: lesson plan

This section contains a range of activities to demonstrate the dangers of cyberbullying and to look at action to respond to it.

### Activity 4: to demonstrate the dangers of cyberbullying

Where the activity can be used	
Concepts to be enhanced:	Examining how quickly cyberbullying can build up to become serious and dangerous
Curriculum areas:	Literacy Citizenship PSHE
Contributes to spiritual, moral, social and cultural development:	Yes
Tools:	This activity relates to the DVD part 1 video clip of cyberbullying. It may not be necessary to show it again if students remember what happened Worksheets for this activity are below Students should have the information sheet 6 [p77] on why cyberbullying is serious

PowerPoint  
slide 13



## Teachers' notes

**Note:** in this scenario the ending is left open. Teachers must be sensitive to possible correlations to the experience of students in their class, or their families. There may be situations in which it would not be appropriate to use this activity.

- Tell the class that all bullying is harmful and damaging. They have already seen that anti-LGBT bullying has unique and especially damaging features; that the law says that when people are convicted of crime aggravated by hostility to LGBT people, the sentences given are more severe.
- In this lesson they are going to look at cyberbullying and the features which make it different from other forms of bullying and especially damaging.
- Hand out the information sheet on some of the features that make cyberbullying especially damaging. Give the class a few moments to read it silently and then ask what they are thinking.
- Draw out whether it has happened to them or their friends or whether they have ever been involved in the passing of malicious messages.
- Point out that it could be a hate crime and the people involved could be prosecuted.
- Point out that it is a nasty, silent crime and that if students are being bullied or have any involvement at all, they should TELL SOMEONE immediately. They can report anonymously. There is information at the end of this pack to help them and helpline cards they can carry.
- Remind them about the story they saw of the girl who was the victim of cyberbullying on the grounds of her sexual orientation.
- Remind them also that in this scenario and the stories people told in the DVD, people were very hurt to discover that people who they thought were their friends abused them.

### Two alternative writing tasks

For both writing tasks the students are given the photostory students' worksheet 4a [p70].

1. Ask the students to write the story and add an ending. What happens when the girl's mother manages to get the door open? (If time is limited, the students could simply be asked to continue the story from the moment the door is opened.)
2. This is an individual writing task and is intended to be demanding. In addition to the photostory worksheet, students are given worksheet 4b [p71], describing the task.

**Note:** As in all these activities, it is important to have a debriefing discussion at the end of the session and to leave the students on a positive note. Students should be aware that they can talk to you in confidence if they need to.

# Worksheet 4a

## – Photostory –

1



6



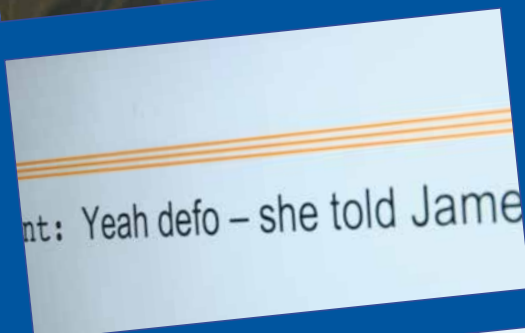
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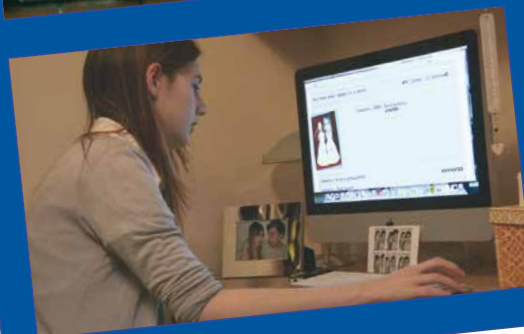
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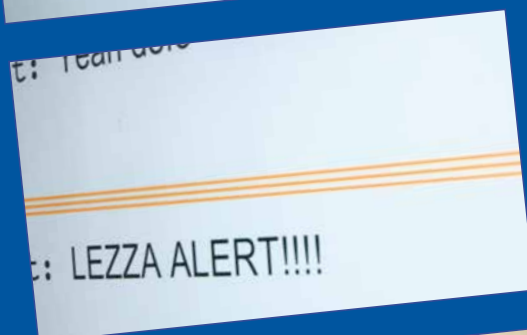
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8



4



9



5





## Worksheet 4b

### Girl tormented by cyberbullying

You are a journalist investigating a serious anti-LGBT cyberbullying assault.

You have managed to get some pictures from the victim's social networking page and her mobile phone, and you have seen messages which have been passed around widely. Now you have to put them together and see if you can piece together the full story of how it became so serious. You have started by interviewing a couple of classmates who say it was all due to the fact that she was a lesbian. Everybody found out because her friend had told them.

Your editor has given you the centre page spread. Write a serious hard-hitting, thought-provoking opinion piece showing the build-up to what happened. Your opinion piece can go on to discuss the implications for the future.

Describe how the girl must have felt to have been so betrayed by her classmates.

You can imagine quotes from anyone you choose: possibly the headteacher, someone in the girl's family, the girl's mother, the police officers investigating, people in the neighbourhood, a local LGBT youth organisation, students from the school.

Start by telling the readers what happened to the girl. Did she attempt suicide? Was she found in time? Or did something else happen?

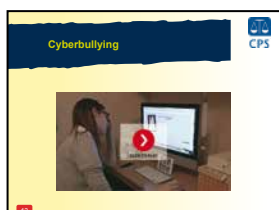
# Section 3

## Key stages 3 and 4: lesson plan

### Activity 5: simulation exercise to look at ways of taking action to prevent and respond to cyberbullying

Where the activity can be used	
<b>Concepts to be enhanced:</b>	Understanding of the potentially serious effects of cyberbullying Empathy Taking action to prevent and respond to cyberbullying with particular reference to anti-LGBT bullying
<b>Curriculum areas:</b>	Literacy Citizenship PSHE Drama
<b>Contributes to spiritual, moral, social and cultural development:</b>	Yes
<b>Tools:</b>	This activity relates to the DVD part 1 video clip of cyberbullying. It may not be necessary to show it again if students remember what happened Worksheets for this activity are below Students should have the information sheet 6 [p77], on why cyberbullying is serious

PowerPoint  
slide 13





## Teachers' notes

This first activity is for at least two sessions.

Parts two and three of this exercise deal with issues of suicide. Teachers must be sensitive to possible correlations to the experience of students in their school or their families. There may be situations in which it would not be appropriate to use this scenario. Please ensure that you signpost students to ChildLine at the end of the session.

Divide the class into groups. You could either have each group prepare a different component or allow each group to prepare their own campaign deciding on which medium or media they want to use.

If possible, the resulting work should be displayed where it can be seen by other students in the school.

### 1. Preparing a campaign against cyberbullying

Tell the class that they are to prepare a campaign against cyberbullying using the story in the video. They must:

- give the campaign a title
- show the effects of cyberbullying on the person being bullied
- show what people must do if they are a target or they know it is going on
- show the legislation and what can happen to people who are found guilty of an offence
- prepare a presentation to the rest of the class. The presentation can be in any format available to them, or a variety of formats – a presentation with PowerPoint, a play, an assembly, a comic strip, posters, an information booklet.

### 2. Responding to the outcome of the cyberbullying

Tell the class to imagine that when the door is opened, the girl is seen to have taken an overdose. The school has to respond to the situation.

Divide the class into groups. Each group has to hold a meeting to discuss what happened, to look at the causes of the bullying, and decide on what action should be taken:

- immediately, and
- in the long-term.

The meetings are:

- a staff meeting
- a school council meeting
- a meeting between police and staff.

Students should take into account the staff, the students and also parents when they are deciding what action should be taken.

Leave at least 15 minutes for the students to feed back their decisions and plans. In the debrief, point out that what started as a seemingly small betrayal of confidence was allowed to snowball and become a tragedy, and that the whole school community was affected.

### 3. Responding to the outcome of the cyberbullying

This is an individual piece of writing.

Tell the students to imagine that they are the headteacher. They have to break the news at assembly. Write the headteacher's address to the students.

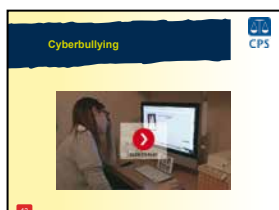
# Section 3

## Key stages 3 and 4: lesson plan

### Activity 6: creative activities to develop empathy

Where the activity can be used	
Concepts to be enhanced:	Developing empathy
Curriculum areas:	Creative writing Art
Contributes to spiritual, moral, social and cultural development:	Yes
Tools:	This activity relates to the DVD part 1 video clip of cyberbullying and the victims' voices. It may not be necessary to show them again if students remember them Worksheets for this activity are below Materials for making the collage

PowerPoint  
slide 13



## Teachers' notes

### 1. Making a collage of words and pictures to illustrate the events and feelings in the cyberbullying scenario.

It might be useful to let the students know a week in advance what they are going to be doing, so that they can bring in contributions from home to include in their work.

- Give the pupils the students' worksheet 4a [p70] with the photographs from the cyberbullying scenario.
- Tell them that they can cut out the photographs and use them as part of a collage to show the events in the cyberbullying scenario and the girl's feelings.
- Tell them the collage should consist of images and words. They can use single words but also snippets from poems or songs which they feel build up a strong sense of how the bullying made the girl feel.
- If they have their notes from the victims talking videos, they might include some of the victims' words. Alternatively, they could be shown again as the students work.
- The collages should be displayed around the classroom.

### 2. Writing a poem

- Give pupils the students' worksheet 6 [p76] with the quote from the DVD "One of my friends".
- Remind the class that in the case of the cyberbullying scenario, the girl's confidence had been betrayed by the boy she thought was her friend and she was being bullied by her classmates.
- Ask the students to write a poem imagining how it feels when you are bullied by someone who you thought was your friend.

## Worksheet 6

### One of my friends



*And one of my friends told everybody in the entire school.*

*She went into the different form rooms and announced it.*

*It really messed with me. It got to the point where I was like self-harming*

*and I tried to kill myself once when I was just sixteen. It was really bad.*



Jess

## Information sheet

### Some of the features that make cyberbullying especially damaging

- Cyberbullying includes sending:
  - messages
  - threats
  - rumours
  - private information
  - pictures
  - videos
  - unkind comments
- they can be sent through social networking websites, emails, tweets, mobile phone texts
- they can be posted on public access websites such as YouTube
- they can be addressed just to the person being bullied
- they can be sent around groups of real friends
- they can be sent around groups of network friends
- they can be put right into the public domain and circulated more and more widely
- the person being bullied does not know who has seen the messages. They can feel that anyone they meet has seen them.
- often it is not possible to identify the person sending or disseminating them
- it could be one person, or it could be a whole group of people acting together
- the bully could be giving a false name or identity or could just write anonymously
- the person being bullied feels it could be anyone, even their close friends
- because they don't know who it is, they don't know how likely the bully is to carry out threats to harm them or their family
- because they don't know who it is, they feel they can't trust anybody
- because they don't know who it is, they feel excluded and isolated
- the messages and the bullies are everywhere with the target
  - in their home
  - in their room
  - in their class and school
  - in their private places
  - wherever they carry a phone or a computer
  - no matter whom they are with

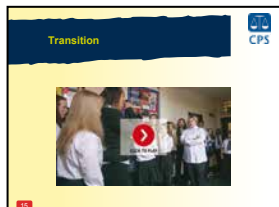
# Section 3

## Key stages 3 and 4: lesson plan

### Activity 7: developing an inclusive classroom and a supportive peer group

Where the activity can be used	
<b>Concepts to be enhanced:</b>	Developing empathy Taking responsibility for one's own actions Understanding ignorance and motivation and resisting peer pressure
<b>Curriculum areas:</b>	Literacy Spiritual, moral, social and cultural development
<b>Contributes to spiritual, moral, social and cultural development:</b>	Yes
<b>Tools:</b>	Worksheet 7 [p80] for each pupil Possible DVD part 1 clip of Transition to refresh memory of the story

PowerPoint  
slide 15



## Teachers' notes

### 1. Teacher-led class discussion

- Ascertain that the class understands Nathaniel's situation and that his gender identity is male and he is now living as a boy.

- Read the class this short bit of dialogue from the scenario:

"What, a girl coming back as a boy?"

"She's a boy now."

"Here it comes!"

"What have you done to your hair?"

"I've had it cut."

"You've had it cut. Why?"

"Cos I wanted it shorter."

"You're a boy now? I thought you were a girl."

"No, I'm a boy"

"So when did you decide you wanted to be a boy then?"

"I didn't decide it. I just am."

- Ask the class to think about it and then ask what they noticed about what the girls said and how Nathaniel responded. Draw out:
  - the girl who starts by telling everyone, tells it in a sensationalist way, expecting people to think it is funny.
  - although she says he is coming back as a boy, she says "Here **it** comes"
  - she is immediately aggressive in her manner, and is showing off to her peers.
  - she asks "What have you done to your hair?" expecting an answer she could make fun of.
  - he responds as anyone would "I've had it cut." And "Cos I wanted it shorter."
  - she continues to goad him but he keeps his dignity.
  - she is ignorant, and asks, "So when did you decide you wanted to be a boy then?"
- Ask the class why Nathaniel answers "I didn't decide it. I just am." Make sure they all understand what that means.
- Point out that Nathaniel came back to the school where he had been a student previously. Ask the class if they can think of the reasons why he might have done that?
- Ask: were his expectations realised?
- Draw out in a discussion: Can you think about some of the reasons why they were not realised, and with hindsight work out a strategy for a better welcome for Nathaniel and all other students who might be in a similar situation in the future?
- Tell the class to look at the faces and body language of the students in the pictures on the worksheet. Ask: In other circumstances, do you think they would all have given Nathaniel a hostile and offensive response?

### 2. Writing task

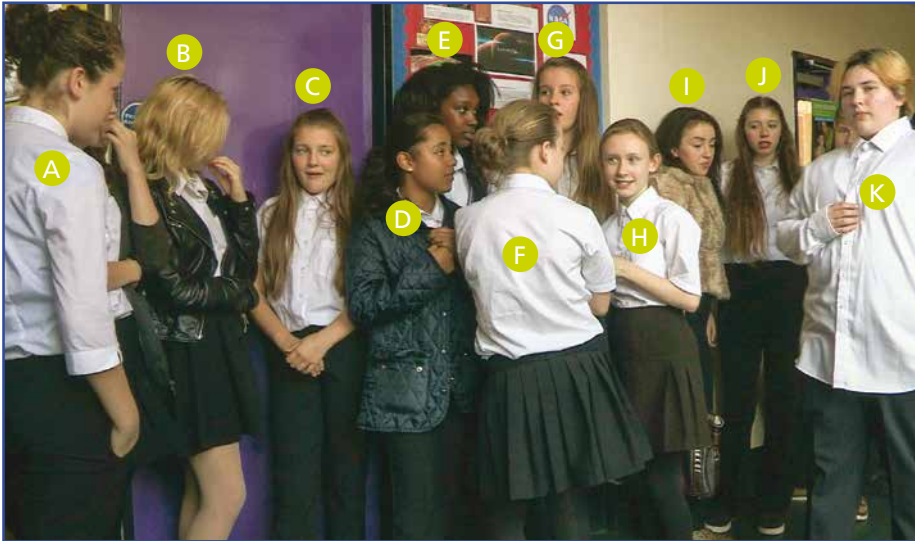
The task of this activity is for students to write the story from the perspective of one of the participants in it. Give the students this task:

Choose to be any person in the pictures, and write a thoughtful letter to Nathaniel about what happened, what you hope will happen in the future, and what your role will be in achieving it.

Ask them to sign their letter as 'student A, B, or C etc.'

## Worksheet 7

“I didn’t decide it. I just am.”





# Section 3

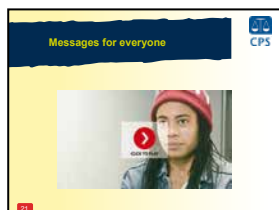
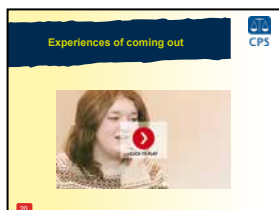
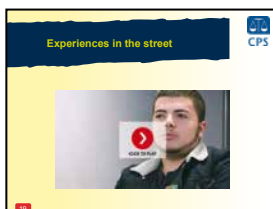
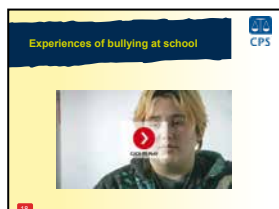
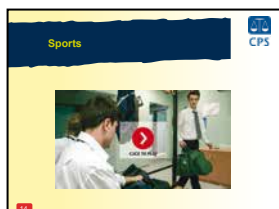
## Key stages 3 and 4: lesson plan

### Activity 8: discussion exercise: bullying in sport is counterproductive

Where the activity can be used	
Concepts to be enhanced:	An understanding of how LGBT hate crime and bullying make people feel
Curriculum areas:	PSHE Spiritual, moral and cultural development
Contributes to spiritual, moral, social and cultural development:	Yes
Tools:	This activity relates to the DVD part 2 video clip of experiences and messages Worksheet 8 [p83]

PowerPoint

slides 14, 18, 19, 20 and 21



## Teachers' notes

This is an activity suitable for a single period lesson. It can also be a springboard for research homework when students can find out about LGBT sportspeople.

- Remind the students of the basketball scenario, where the boy was bullied in the changing room, made to change in the toilets, not picked for the teams and finally made by the teacher to be an assistant umpire.
- Distribute the students' worksheet 8 [p83] and ask the students to read the quotes in groups. Then give the groups 5 minutes to discuss the implications of each quote one at a time, before moving them on to the next quote.

### Note:

- Some people think that boys who are gay don't play sports (or that all girls who play sport are lesbians). These are stereotypes about gay people.
- It is never appropriate to ask a gay person to use separate changing facilities.
- People who are not gay can be targeted based on stereotypes about gay people. Graeme Le Saux was targeted with homophobic abuse because he had been to university and read the Guardian.
- Despite a lack of openly lesbian, gay and bisexual role models in sport, here are a few: Nicola Adams, John Amaechi, Clare Balding, John Curry, Tom Daley, Justin Fashanu, Thomas Hitzlsperger, Billie Jean King, Greg Louganis, Martina Navratilova, Gareth Thomas.
- Some lesbian, gay and bisexual sportspeople choose not to be open about their sexual orientation because they fear a negative reaction from other athletes or fans. This can be stressful and have an impact on their professional performance.

### Class discussion – getting the best performance

Teacher-led discussion on these two questions:

- what effect does a bullying culture have on an individual's performance?
- is this helpful or damaging to the performance of the team as a whole?

### Final discussion – quick topics, with votes

*'Bullying doesn't help the team. Pulling together does.'*

- Use the quote to discuss in pairs
- Vote agree/disagree

*'Not picking people for teams because they are LGBT risks losing some potentially strong team members'*

- Use the quote to discuss in pairs
- Vote agree/disagree

*'Not picking people for teams because they are LGBT denies some people their rights'*

- Use the quote to discuss in pairs
- Vote agree/disagree

# Worksheet 8

## Team sports



The Football Association, English Cricket Board, Rugby Football Union, Rugby Football League and Lawn Tennis Association have all signed up to an initiative to strive to eradicate homophobia and transphobia.

"I got homophobic remarks quite a lot like in school.  
The kids wouldn't let me go into the changing rooms to do sport.  
You're not going to be looking at anyone else.  
You're just gonna get changed and get ready to go out and do some sport.  
I mean what does it matter?"

"Well during most sports I was always picked last, no matter what it was ..  
Like OK, I get it I'm not good at sports but it wasn't just that I wasn't good at sports 'cos there were sports that I was actually quite good at ..  
But I'd still get picked last in them. And I was like, why is this happening?"

"The homophobic taunting and the bullying made me feel left out and misunderstood. People have read me wrong because they thought I wasn't a team player just because I was different, just because I didn't conform to the stereotype of a laddish footballer. In my first spell at Chelsea I was so close to walking away from football. I went through times that were like depression. I would get up in the morning and I wouldn't feel good and by the time I got into training I would be so nervous that I felt sick. I dreaded going in. I was like a bullied kid on his way into school to face his tormentors."

Quote from Graeme Le Saux, former professional footballer, 36 England caps, who was perceived to be gay

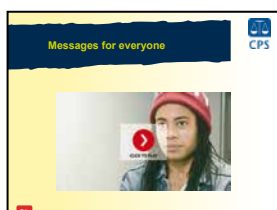
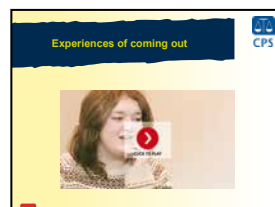
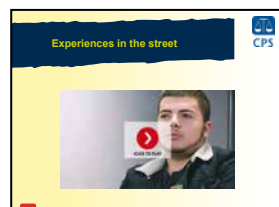
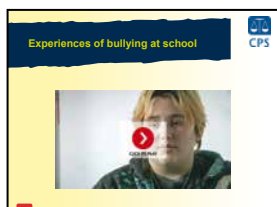
# Section 3

## Key stages 3 and 4: lesson plan

### Activity 9: exploring feelings

Where the activity can be used	
<b>Concepts to be enhanced:</b>	An understanding of how LGBT hate crime and bullying make people feel
<b>Curriculum areas:</b>	PSHE Spiritual, moral and cultural development
<b>Contributes to spiritual, moral, social and cultural development:</b>	Yes
<b>Tools:</b>	This activity relates to the DVD part 2 video clip of experiences and messages Worksheet 9 [p86] for every pupil

PowerPoint  
slides 18, 19, 20 and 21



## Teachers' notes

This activity will impact differently on classes, depending on their context and prior work. In some contexts no-one in the class will have experience of being the target of anti LGBT behaviour, whilst in other contexts there will be students, possibly isolated students, who will be subject to such behaviour possibly daily and recognise it all too well. Teachers should be mindful of the need to be sensitive to possibly vulnerable students, but also of the need to take care not to single them out for special mention or attention.

Play the DVD part 2 to the class – the sections on victims talking about their experience and feelings.

Ask the class to think quietly for a moment about how the people in the video were feeling about what had happened to them.

In pairs ask them to discuss:

- the feelings they have discovered from the DVD
- the feelings they have thought about from their own experience of bullying: either bullying they have experienced themselves or bullying they have seen happening to others.

Then ask them individually to choose a person from the video and fill in the worksheet.

### Final discussion

Let the students feed back some of their thoughts to the class on the victims' feelings. Then let them discuss the behaviours that they have identified as making them feel that way; see if there are any common motivations and find positive ways people could act so as not to cause hurt.

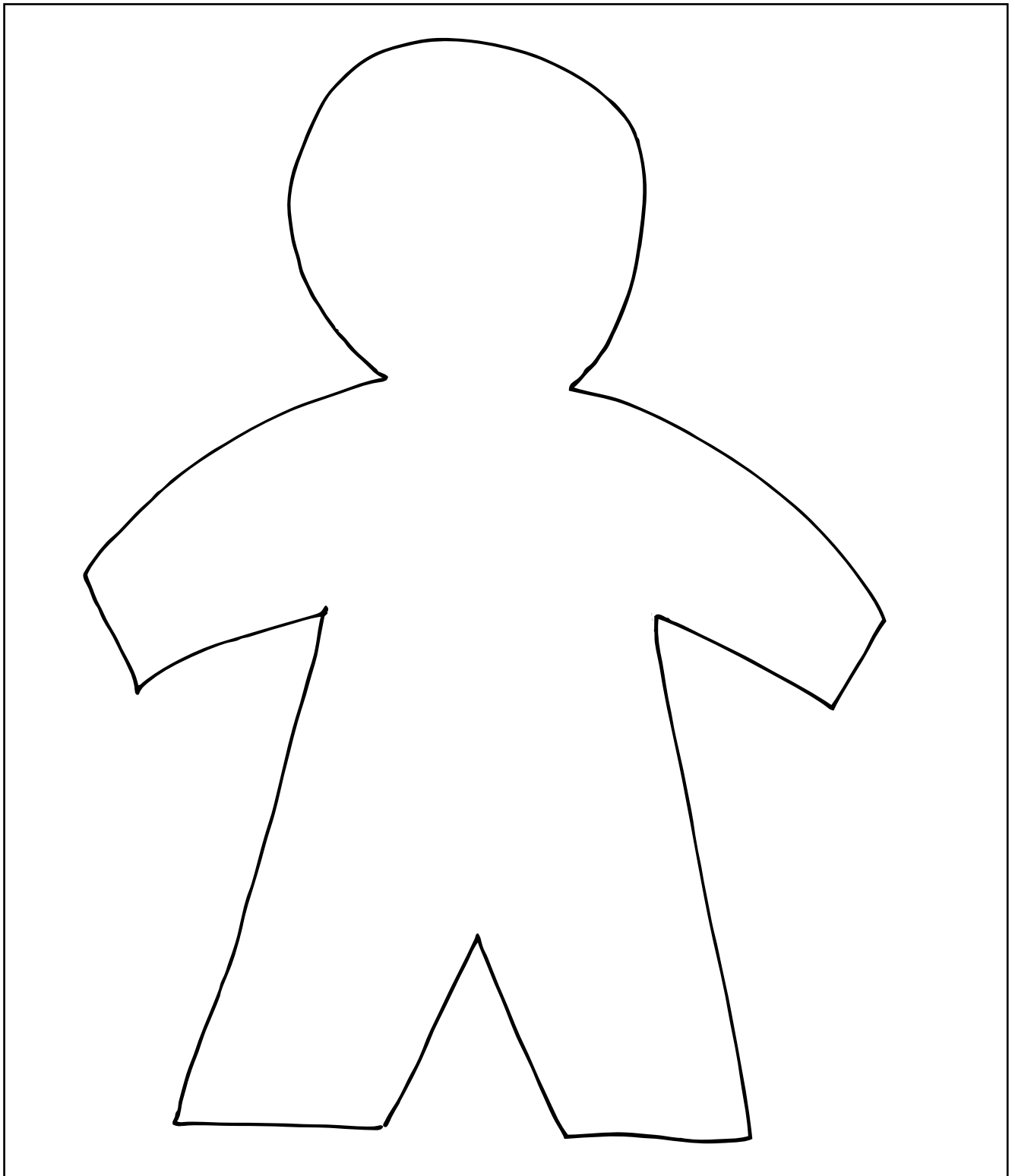
**Note:** This activity has been designed to give students the opportunity for sensitive personal reflection on what they have learned about the effects of LGBT bullying, and we recommend that students should have the quiet space for that to happen. The teachers should also have the opportunity for a sensitive and positive debrief.

However we also recognise that this exercise could be used for a visual class statement on their feelings. After the debrief, the class could make 'body on the wall' posters or collages, which could be displayed around the school.

# Worksheet 9

## Exploring feelings

On the inside of the body, write how the person may feel.  
Around the outside, write what you think made them feel that way.



# Section Four

**EQUALITY DUTIES AND  
GUIDANCE FOR SCHOOLS**

# Equality duties and guidance for schools relevant to this pack

There are several legislative frameworks that have an impact on the way in which schools address issues of LGBT equality and bullying.

## The Equality Act (2010)

The Equality Act brings together previous equality legislation into a single equality act. It contains a general duty and two specific duties.

Under the **general duty**, schools are required to have due regard for three aims:

- eliminate discrimination
- advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Under the **specific duties**, schools are required to:

- publish information, and
- set objectives.

### Protected characteristics

The Equality Act general duty requires that in respect of students, schools must have due regard for seven protected characteristics: disability, ethnicity and race, gender, gender identity, maternity and pregnancy, religion and belief and sexual orientation.

### Positive Action

Positive action provisions in the Act allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics.

### Fostering good relations

An implication of the duty to foster good relations is that schools must ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

The Department for Education has pointed out that 'It should be particularly easy for schools to demonstrate that they are fostering good relations since promoting good relations between people and groups of all kinds is inherent in many things which they do as a matter of course. It may be shown through – for example – aspects of the curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures, the behaviour and anti-bullying policies, assemblies dealing with relevant issues, involvement with the local communities, twinning arrangements with other schools which enable students to meet and exchange experiences with children from different backgrounds, or initiatives to deal with tensions between different groups of students within the school itself.'

<http://media.education.gov.uk/assets/files/pdf/e/dfe%20equality%20act%20guidance%20oct%202012.pdf> (para 5.23)



# Guidance from the Department for Education (DfE)

## Preventing and tackling bullying Advice for headteachers, staff and governing bodies

In September 2012 the Department for Education re-issued advice in 'Preventing and tackling bullying' to help schools prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area, and to understand the Department's approach.'

Under the heading **'What does the law say and what do I have to do?'** the document points out that there are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. It refers in particular to section 89 of the Education and Inspections Act 2006, which:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parents
- gives headteachers the ability to discipline students for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

More detailed advice on teachers' powers to discipline, including their power to punish students for misbehaviour that occurs outside school, is included in *Behaviour and discipline in schools – advice for headteachers and school staff*.

The document refers specifically to cyberbullying as a child protection issue, and new legal powers for schools under the Education Act 2011.

Other important areas covered include:

- bullying outside school premises
- dealing with bullying
- prevention
- intervention
- features of successful schools
- schools' accountability
- links to further information.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288444/preventing\\_and\\_tackling\\_bullying\\_march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf)

## Equality issues in the Ofsted Evaluation Schedule for the Inspection of maintained Schools and Academies, published in January 2014

The schedule says that in their key judgements, inspectors must consider how groups of students benefit from their school and how well any gaps in achievement are narrowing. The groups are:

- disabled students, as defined by the Equality Act 2010, and those who have special educational needs
- boys
- girls
- groups of students whose prior attainment may be different from that of other groups
- those who are academically more or less able
- students for whom English is an additional language
- students from minority ethnic backgrounds
- Gypsy, Roma and Traveller children
- looked after children
- students known to be eligible for free school meals
- lesbian, gay and bisexual students
- transgender students
- young carers
- students from low income backgrounds
- students from other vulnerable groups.

### Behaviour, respect and bullying

Inspectors are required to evaluate students' behaviour towards and respect for others. This includes:

- ensuring freedom from bullying and harassment. The guidance specifies cyberbullying and prejudice-related bullying. In this respect it refers to disability, gender, gender reassignment, race, religion and belief, sexual orientation and special educational needs
- managing the behaviour and expectations of students to ensure that all students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Inspectors must take into account a range of evidence to judge behaviour and safety over an extended period and should consider types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment. Inspectors expect schools to keep detailed records of all prejudice-related incidents. This expectation follows implicitly from the duty to foster good relations.

The briefing paper for Ofsted inspectors on equalities re-issued in September 2012 requires inspectors to check whether:

'there are clear procedures for dealing with prejudice-related bullying and incidents, and appropriate staff training that equips staff to identify and deal with this effectively'.

<http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies>

**How well the school promotes all students' spiritual, moral, social and cultural development**

In evaluating this aspect, inspectors look at students' understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life.

# Ofsted School Inspection Handbook

January 2014, no 120101

## The behaviour and safety of students at the school

Para 130, p41

Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about safety within the inspection report. There will be a number of instances, for example in relation to bullying and to conduct around the school, where inspectors may gather evidence which can contribute to both judgements. These judgements must be weighed to determine a balanced, graded judgement on behaviour and safety overall. This overall judgement is recorded in the inspection report.

Para 134, p42

1. When judging behaviour and safety inspectors should consider:

- the extent to which pupils' attitudes to learning help or hinder their progress in lessons<sup>45</sup>
- pupils' attitudes to school, conduct and behaviour, during and outside of lessons, their attitudes to other pupils, teachers and other staff, including the prevalence of low-level disruption
- the school's analysis of, and response to, pupils' behaviour over time, for example incident logs and records of rewards and sanctions
- rates, patterns of, and reasons for fixed-period and permanent exclusions<sup>46</sup> and that they fall within statutory guidance and regulations on exclusions<sup>47</sup>
- pupils' contribution and response to the culture of the school; how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults; their understanding of how such behaviour contributes to school life, relationships, adult life and work;
- pupils' respect for the school's learning environments (including by not dropping litter) facilities and equipment, and adherence to school uniform policies
- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment. This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- the school's success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements, and action taken following any serious safeguarding incident
- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people
- the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with extremism<sup>48</sup>
- the school's response to any extremist behaviour shown by pupils
- overall and persistent absence and attendance rates for different groups
- punctuality over time in arriving at school and at lessons
- the impact of the school's strategies to improve behaviour and attendance the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance<sup>49</sup>
- the views of parents, staff and governors.

## Grade descriptors – The behaviour and safety of pupils at the school p44

### Outstanding (1)

- Pupils consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons
- Pupils' attitudes to learning are of an equally high standard across subjects, years, classes and with different staff.
  - Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
  - Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
  - Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
  - Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
  - All groups of pupils are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

<sup>45</sup> For example, inspectors may consider how quickly children settle at the start of lessons, whether they have the right equipment, their willingness to answer questions, whether they remain focused when working on their own, the tidiness of their work and the pride they show in its presentation, and the overall effort that they make.

<sup>46</sup> This includes patterns of permanent and fixed-period exclusions for different groups of pupils; the impact on behaviour of fixed-period exclusion and the impact of the school's work to follow up and support excluded pupils; the use and impact of internal exclusion; and the typical behaviour of any pupils who are not in school during inspection.

<sup>47</sup> <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

<sup>48</sup> This also includes risks associated with e-safety, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.

<sup>49</sup> This includes the use of rewards and sanctions, the effectiveness of any additional on-site provision to support behaviour, work with parents and absence 'follow-up'.

## Exploring the school's actions to prevent homophobic and transphobic bullying

1. Inspectors should make sure that questions are age-appropriate and asked in the right context.
2. With primary pupils inspectors might explore whether:
  - pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong
  - pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
  - pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)
  - pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.
3. With secondary pupils inspectors might explore the above, and whether:
  - there is any homophobic bullying, anti-gay derogatory language or name calling in school or on social media sites
  - if a gay pupil was 'out' in school, that pupil would feel safe from bullying
  - they have learned about homophobic/transphobic bullying and ways to stop it happening in school
  - they learn in school about different types of families – whether anyone is, or would be, teased about having same-sex parents.
  - there is any homophobic bullying or derogatory language about staff
  - someone – pupil or teacher – who thought of themselves as the opposite gender, feels safe and free from bullying at school.
4. With senior leaders, and when looking at documentary evidence, inspectors might explore:
  - whether they are aware of any instances of homophobic or transphobic language in school, whether this is recorded and how it is acted upon
  - whether there is any homophobic language used against staff
  - whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality
  - whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language
  - whether the school has taken any action to ensure that provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other aspects of PSHE, including providing age-appropriate advice and guidance
  - how the school seeks to support LGBT pupils and those from LGBT families
  - whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language
  - whether there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies
  - whether policies include reference to carers as well as parents.
5. With governors inspectors might explore:
  - how the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia and transphobia
  - whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively
  - how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.

## The framework for school inspection

The framework for inspecting schools in England under section 5 of the Education Act 2005, as amended January 2014, no 120100

This framework sets out the statutory basis for inspections conducted under section 5 of the Education Act 2005 (as amended), from September 2012. It summarises the main features of school inspections and describes how the general principles and processes of inspection are applied to maintained schools, academies and some other types of school in England.

### P18, para 55

#### Behaviour and safety of pupils at the school

55. This judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors' evaluation of how well the school promotes pupils' spiritual, moral, social and cultural development.
56. Inspectors will also consider the behaviour and safety of pupils attending on-site and off-site alternative provision.

### P19, para 57

57. When evaluating the behaviour and safety of pupils at the school, inspectors will consider:
  - pupils' attitudes to learning
  - pupils' behaviour around the school and in lessons, including the extent of low-level disruption
  - pupils' behaviour towards, and respect for, other young people and adults, and their freedom from bullying, harassment, and discrimination<sup>28</sup>
  - pupils' attendance and punctuality at school and in lessons
  - how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
  - the extent to which the school ensures the systematic and consistent management of behaviour
  - whether pupils feel safe and their ability to assess and manage risk appropriately and to keep themselves safe
  - the extent to which leaders and managers have created a positive ethos in the school.

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<sup>28</sup> This may include cyber-bullying and prejudice-based bullying and language related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability as defined in the Equality Act 2010

# Useful websites for students and teachers

**Note:** we have recommended that teachers should find out about local LGBT support organisations and have that information readily available for students before starting to use the pack. The information should be displayed on the poster provided in the pack. Teachers will find a helpful starting point is the 'What's in my area' webpage published by Stonewall at [www.stonewall.org.uk/whatsinmyarea](http://www.stonewall.org.uk/whatsinmyarea)

The websites below are by no means an exhaustive list. Teachers will find that visiting one website will lead them to many others. There is a wealth of information and help on LGBT prejudice and bullying.

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## Antibullying helplines and advice

### Anti-Bullying Alliance

[www.anti-bullyingalliance.org/index.htm](http://www.anti-bullyingalliance.org/index.htm)

The Anti-Bullying Alliance has a network of organisations across Britain. It has information and advice for education professionals, parents and students at all key stages.

### Hometown

[www.anti-bullyingalliance.org/hometown.htm](http://www.anti-bullyingalliance.org/hometown.htm)

Interactive website for students at KS1, 2 and 3: has good background information for education professionals. The site also contains links to websites giving information on bullying in schools.

### Antibullying

[www.antibullying.net/](http://www.antibullying.net/)

The Scottish website of the Antibullying network contains advice on countering homophobic bullying at [www.antibullying.net/homophobic2.htm](http://www.antibullying.net/homophobic2.htm) Interactive pages for students are at [www.antibullying.net/youngpeople.htm](http://www.antibullying.net/youngpeople.htm) These include support for people who are bullying as well as for their targets.

### Childline

<http://www.childline.org.uk/explore/sexual-identity/pages/sexual-orientation.aspx>

The Childline website is full of information, stories and practical advice for children and young people but also for parents and educators. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. There is a section on homophobic and transphobic bullying.

### Cybermentors

[www.cybermentors.org.uk](http://www.cybermentors.org.uk)

CyberMentors is a safe social networking site providing information and immediate and longer-term support for young people affected by cyberbullying, parents and carers and others who are worried about someone.

### Directgov

[www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/index.htm](http://www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/index.htm)

Government website for young people on cyberbullying; bullying on social networks; internet and email bullying; bullying on mobile phones; bullying at school; what to do about bullying and information and advice for people who are bullying others and want to stop.



### **EACH**

[www.eachaction.org.uk](http://www.eachaction.org.uk)

EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143. It's open Monday to Friday 10am-5.00pm.

### **Samaritans**

[www.samaritans.org](http://www.samaritans.org)

The Samaritans support anyone in distress, around the clock, through branches across the UK and Republic of Ireland. They are available on the helpline number 08457 90 90 90 (UK) 24 hours a day and 365 days a year and can be e-mailed at [jo@samaritans.org](mailto:jo@samaritans.org)

### **Young Stonewall**

<http://www.youngstonewall.org.uk/>

Stonewall have produced a web resource for young people on all aspects of LGB life, and information about homophobic bullying and where to go to access support. Stonewall also manage the "What's in my Area?" database to find your local lesbian, gay, and bisexual community groups.

[www.stonewall.org.uk/whatsinmyarea](http://www.stonewall.org.uk/whatsinmyarea)

## **Hate crime reporting lines**

### **Reporting to the police**

All hate crime can be reported to the police. Local area police authorities have their own reporting lines. Call your local police authority, or look online for the appropriate number.

### **Lesbian and Gay Foundation**

[www.lgf.org.uk/information-advice/hate-crime/](http://www.lgf.org.uk/information-advice/hate-crime/)

The Lesbian & Gay Foundation (LGF) is a vibrant charity with a wide portfolio of well-established services and a rapidly developing range of new initiatives aimed at meeting the needs of lesbian, gay and bisexual people. The LGF is a registered third party reporting centre for homophobic and transphobic hate crime, available on 0845 3 30 30 30.

### **London Lesbian and Gay Switchboard**

[www.llgs.org.uk/homophobic-crime.html](http://www.llgs.org.uk/homophobic-crime.html)

If you have experienced or know of any LGBT hate crime or incident but do not feel able to report it directly to the police, LLGS provides a Hate Crime Reporting Service in partnership with GALOP (London's LGBT community safety charity).

### **Stop Hate UK**

[www.stophateuk.org](http://www.stophateuk.org)

Stop Hate UK is a charity that provides independent and confidential support to people affected by hate crime in various areas of the country. They have reporting phonelines and information which can be accessed from their website.

### **True Vision**

[www.report-it.org.uk/home](http://www.report-it.org.uk/home)

True Vision is the Association of Chief Police Officers' website with information about hate crime, what it is, how the police and CPS deal with it, and how to report it. It includes online reporting.

## Websites with education activities for challenging homophobic and transphobic prejudice

### Coastkid

[www.coastkid.org](http://www.coastkid.org)

Coastkid is the anti-bullying website of Brighton and Hove authority with scenarios including homophobic bullying. Students at KS 2 and 3 will enjoy using this lively site and will benefit from its messages. Entering the site, they can choose the person they want to accompany to school and to other places, and follow their story. The site also has valuable background information on the issues underlying racism, prejudice and bullying.

### Hometown

[www.anti-bullyingalliance.org/hometown.htm](http://www.anti-bullyingalliance.org/hometown.htm)

This interactive website for students at KS1, 2 and 3 is part of the Anti-Bullying Alliance website. You can enter the site and follow the stories of the Hometown residents in a number of situations. It is enjoyable to use and raises many issues about bullying, including homophobic bullying, and how to deal with it. It can be used by individual children, groups of children and in classroom situations.

### Youthweb

[www.youth-web.org.uk](http://www.youth-web.org.uk)

This is a great website for students and by students. It is lively, interactive, promotes and asks for discussion and covers issues including racism, identity and bullying. It is designed for KS 3 and 4 but is of value to educators. It can be used independently or in classroom situations to promote discussion.

## Useful websites for teachers

### Albert Kennedy Trust

<http://www.akt.org.uk/>

Albert Kennedy Trust (AKT) supports young LGBT 16-25 year olds who are made homeless or living in a hostile environment.

### Gender Identity Research and Education Society (GIRES)

<http://www.gires.org.uk/>

GIRES provides information for trans people, their families and professionals. It is a particularly useful resource for educators (<http://www.gires.org.uk/schools.php>) and for youth leaders, for whom it provides advice on how to make young trans people feel welcome within an LGBT youth group setting. (<http://www.gires.org.uk/assets/YoungstersTreatment/youthgroup.php>).

### Gendered Intelligence

[www.genderedintelligence.co.uk/resources/](http://www.genderedintelligence.co.uk/resources/)

Gendered Intelligence has produced a number of resources by and for transgender, transsexual and gender questioning young people. GI also produces resources for families of trans young people, a DVD for use in primary schools and a list of trans resources for various audiences.

### Imaan – LGBTQI Muslim Support Group

<http://imaanlondon.wordpress.com/islam-sexuality/>

Imaan produce resources to help understand what the Qu'ran says in relation to LGBT issues.

### Keshet UK – A national forum for lesbian, gay, bisexual and trans Jews

[www.keshetuk.org](http://www.keshetuk.org)

Keshet means 'rainbow'. The forum hopes to challenge prejudice, tackle anti-gay bullying and support Jewish LGB&T people in schools, synagogues and social care.

**Kick It Out**

[www.kickitout.org](http://www.kickitout.org)

Kick It Out is the national campaign against prejudice in football, including homophobia. The website includes classroom materials for schools which can be downloaded for free. It has information about positive initiatives in national and community football and with strong anti-bullying messages.

**The Jewish Gay and Lesbian Group**

[www.jglg.org.uk](http://www.jglg.org.uk)

The longest established Jewish gay group in the world. Membership is open to Jewish men and women who are gay, lesbian or bisexual and is welcoming to non-Jews and non-gay guests. You do not have to be religious to join the group as it is primarily a social group. Tel: 07504 924742.

**Lesbian and Gay Foundation**

<https://www.lgf.org.uk/>

The LGF's 'Enough is Enough! Action Against Homophobia' campaign is determined to encourage schools to take action against homophobic bullying in schools. As part of this they have produced a safer schools pack to help schools challenge homophobic bullying and promote understanding.

**Lesbian, Gay, Bisexual and Transgender Youth Scotland**

<https://www.lgbtyouth.org.uk/professionals>

LGBT Youth Scotland has a detailed and informative website for young people and those working with them, including information specifically tailored to the Scottish context.

**The Lesbian and Gay Christian Movement**

<http://www.lgcm.org.uk/resources>

The Lesbian and Gay Christian Movement is a UK-based international charity which challenges homophobia and transphobia, especially within the church and faith-based organisations, as well as working to create, and praying for, an inclusive church.

**NASUWT**

[www.nasuwt.org.uk](http://www.nasuwt.org.uk)

It is worth checking the NASUWT for publications on equality matters. These include not only new publications on topical issues but an archive of their own and government publications.

**National Union of Teachers**

[www.nut.org.uk](http://www.nut.org.uk)

The NUT continues to lead the teaching profession in fighting prejudice. It is well worth searching their website for papers, survey findings and advice on issues related to equality and inclusion.

**Schools Out – The Classroom**

<http://www.schools-out.org.uk/> or <http://the-classroom.org.uk/>

Schools OUT takes part in research, debate and curriculum development on LGBT people and issues. They host the 'Classroom' website that features resources to make LGBT people visible in education.

**Stonewall**

[www.stonewall.org.uk/educationresourcesp](http://www.stonewall.org.uk/educationresourcesp)

Stonewall's Education for All Campaign works to tackle homophobic bullying in schools, colleges and universities. Stonewall has produced a range of best practice guidance to give teachers the tools they need to challenge homophobia. Through its School Champions programmes Stonewall also offers a range of training to teachers to help them eliminate bullying in their schools.

### **Trans Talk**

<http://www.youtube.com/watch?v=8hHeZbjG5IQ>

Presentation given to LGBT Youth group by four trans women provides information for trans young people.

### **Youthworks Consulting Ltd**

<http://www.youthworksconsulting.co.uk/>

Youthworks is an education and youth antibullying organisation, specialising in cyberbullying and e-safety, and with a strong bias to preventing and challenging prejudice-related bullying. You can access a useful paper on cyberbullying by Adrienne Kaz, including sexting.

## **Guidance and information documents for schools on preventing and responding to bullying on the grounds of hostility to LGBT people, including developing an inclusive school**

### **Best Practice LGBT work in schools**

[http://www.schools-out.org.uk/STK/Docs/BestPracticeGuide\\_LowRes1.pdf](http://www.schools-out.org.uk/STK/Docs/BestPracticeGuide_LowRes1.pdf)

Very clear and helpful guidelines for teachers on achieving best practice in schools. Written by LGBT Youth North West.

### **How to report hate crime: 10 reasons why you really should**

[www.stonewall.org.uk/hatecrime](http://www.stonewall.org.uk/hatecrime)

Plain-English guidance from Stonewall on how to report hate crime and abusive behaviour and why it's important to do so.

### **Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying**

Safe to Learn: Embedding anti-bullying work in schools, DCSF

[www.gires.org.uk/assets/Schools/DCSF-01136-2009.pdf](http://www.gires.org.uk/assets/Schools/DCSF-01136-2009.pdf)

A very comprehensive set of guidance originally written for the anti-bullying suite by the DCSF, now hosted by a number of education equality websites, including Gender Identity Research and Education Society (GIREs).

### **Issues of Bullying Around Trans and Gender Variant Students in Schools, Colleges and Universities**

[http://cdn0.genderedintelligence.co.uk/2012/11/17/17-43-56-trans\\_youth\\_bullying\\_report1108.pdf](http://cdn0.genderedintelligence.co.uk/2012/11/17/17-43-56-trans_youth_bullying_report1108.pdf)

A very useful information document, written by Gendered Intelligence and commissioned by the Anti-Bullying Alliance.

### **Transphobic bullying: could you deal with it in your schools?**

[www.gires.org.uk/assets/Schools/TransphobicBullying.pdf](http://www.gires.org.uk/assets/Schools/TransphobicBullying.pdf)

Home Office. Guidance on Combating Transphobic Bullying in Schools, written by Gender Identity Research and Education Society (GIREs).

# Role model 1



Claire Harvey

Claire Harvey was the operational manager for the Great Britain Deaf Women's Football Team in 2009 and made her debut for the Women's Sitting Volleyball Team at the 2010 Kent International in a match against China and has now earned over 40 caps for Great Britain.

At London 2012, Claire captained the Women's Sitting Volleyball Team that finished in 8th place.

Outside of her sporting achievements, Claire graduated from Cambridge University in 2006 with a masters degree in Criminology. She now works in Financial Services as a Head of Corporate Responsibility. She can communicate in British Sign Language and German. She also enjoys canoeing and spending time in the outdoors.

She had a spinal cord injury, with paralysis in her right leg below the knee. She is classified as a D athlete. Her dominant position on the court is Setter.

## Role model 2



Clare Eastburn

Clare Eastburn grew up by the beach in Manly, Sydney, Australia. She studied Japanese at school and, aged 14, was awarded the Tokimeki International Scholarship to Japan. It was such a fascinating and exciting experience!

After graduating from high school, Clare deferred her Bachelor of Economics and Japanese degree and began working in a junior role at an investment bank. When she was 20, they offered her a position in their London office and she jumped at the chance! It was an adventure to move to the other side of the world on her own, and a little bit scary too! Clare still works in banking and is now Senior Vice President at her firm. It's been 16 years since she moved to the UK and Clare loves the influences here from people from all over the world.

If she were to give advice to young people aspiring to be successful, it would be this: Go for it! Grab the opportunities that are presented to you. Don't be afraid of failure, but be resilient at the times when you do fail. Work hard and bounce back higher! And, finally, talk to people and be kind – we all need help from time to time.

## Role model 3



Dennis Carney

Dennis Carney – Community Activist

Dennis has worked with a wide range of LGBT voluntary organisations, which include NAZ Project (sexual health, HIV prevention and support services targeting Black and Minority Ethnic (BME) communities in London), Lesbian & Gay Foundation (Manchester), and Centered (a community organisation run by diverse lesbian, gay, bisexual, trans and queer (LGBTQ) people).

Dennis also facilitates workshops on the popular Gay Men's Workshop programme at PACE (London's leading charity promoting the mental health and emotional well-being of the lesbian, gay, bisexual and transgender community) where he leads the development of initiatives aimed at black gay and bisexual men.

Dennis has received two Black LGBT Community Awards that recognise his contribution to raising the profile of Black LGBTQ communities in the UK.

As well as playing a pivotal role in the Stop Murder Music Campaign which saw many popular Dancehall artists sign an agreement not to produce music or make public statements that incite hatred against LGBT people, Dennis also appeared in the Channel 4 TV documentary 'Reggae, Trainers and Olympics'.

He was also founding Chair of the Black Gay Men's Advisory Group and Chair of Stonewall Housing Association for 5 years.

## Role model 4



Fiez Mughal

Fiez Mughal was awarded a bursary for the City Of London School, but knowing he was gay forced him to stay closeted and was a barrier to the personal development that other teens took for granted. But this fuelled his ambition, amongst the isolation. Fiez did the Mensa test and got accepted at 14 (a secret till now!), aced his GCSEs and A-Levels, flew planes as an RAF cadet, got a Duke of Edinburgh's award and got offered a place to study dentistry at Guy's & St. Thomas' Hospital...but the crowning glory during school was somehow winning a speech prize at 13 when he had the worst stammer!

Fiez has worked in different fields, gaining membership of the Royal College of Surgeons, and currently specialising in implantology. During university he took an interest in social activism and became a Board of Trustee with Imaan (Muslim LGBT support group) and volunteered for other human rights organisations. He has organised London LGBT Pride marches and was honoured to address a 2007 Pride Rally. Fiez has been in Old Vic New Voices theatre productions, chaired a South Asian Literature Festival debate, raised over £4,000 for the charity, Mind, running the London Marathon, performed in the London 2012 Olympic Opening Ceremony, and feels humbled to be a Diversity Role Model and Ambassador.

Fiez says his proudest moment ever was coming out to his immediate family. "My Mum passed away suddenly in 2007, and I hope she's smiling somewhere waiting for me one day," he says.



## Role model 5



Leng Montgomery

When Leng Montgomery was at school he found it to be very homophobic, particularly with Section 28 being in place. Despite that, he felt it gave him the opportunity to prove people wrong. He says: "Being gay as well as trans hasn't ruined my life, in fact quite the opposite."

He studied hard at school so he could get decent grades, particularly to prove teachers and peers wrong. During his working life he has sat on panels discussing diversity, been open about who he is in job interviews and can honestly say that his gender or sexuality has never worked against him. In the past year he has worked with initiatives such as Diversity Role Models and All About Trans and within that he has made appearances on BBC radio, Resonance FM, spoken on a panel about trans inclusion and

diversity, and met with many media professionals from media titles including The Guardian, BBC and The Independent, speaking about Diversity related issues.

Leng has always been respected and listened to, and he found that changing his gender has never held him back. It's made him feel empowered as he has found that people in professional settings have been open and willing to listen to him and respect him as an equal.

Leng says the main thing he has learned is to not underestimate how many people are willing to be supportive and mature. Not everyone will be negative or bigoted, so it's good to give people a chance, as in many cases he has found there to be many more allies than there are enemies. Yet saying that, there are laws in place both in the workplace and in the street to deal with homophobic and transphobic abuse.

He says: "Never be afraid to speak up against this or report abuse, as there is more support out there."

"Transitioning has taught me that I have the power to change anything in my life if I want to, as well as to love and accept myself for who I truly am."



education@stonewall.org.uk  
08000 50 20 20  
www.stonewall.org.uk/atschool  
www.facebook.com/stonewalluk  
Twitter: @stonewalluk  
www.youtube.com/user/stonewalluk

Stonewall is the national lesbian, gay and bisexual charity and has campaigned for equality for lesbian, gay and bisexual people across Britain since 1989. In 2005, Stonewall launched its Education for All campaign to tackle homophobic bullying and create safe learning environments for all young people.

As part of its Education for All campaign, Stonewall runs two bespoke programmes designed to specifically help schools and local authorities address many of the issues raised in this resource.

Stonewall's **Train the Trainer** courses equip PSHE teachers and pastoral leads with the knowledge, skills and confidence to train their colleagues on how to tackle homophobic bullying effectively. Attendees learn practical techniques to tackle homophobic bullying and train others to do so, to create a safe environment for all pupils. By one staff member attending one of our Train the Trainer courses, your school will become a member of our **School Champions programme**, with its range of associated benefits and support. For more information, please email education@stonewall.org.uk or visit www.stonewall.org.uk/teachertraining.

Stonewall's **Education Champions programme** provides tailored support to local authorities in their work to prevent and tackle homophobic bullying in schools.

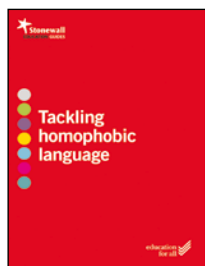
For more information visit [www.stonewall.org.uk/educationchampions](http://www.stonewall.org.uk/educationchampions) or email [educationchampions@stonewall.org.uk](mailto:educationchampions@stonewall.org.uk)

## Resources

Stonewall also has a wide range of resources available to schools which can help address homophobic bullying and support lesbian, gay and bisexual young people. Visit [www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources) to order Stonewall's education resources or to download them for free.



**Gay. Get Over It!**  
Guide for pupils on tackling homophobic language



**Tackling homophobic language** Guide for teachers



**Gay. Let's get over it** posters which challenge homophobic language



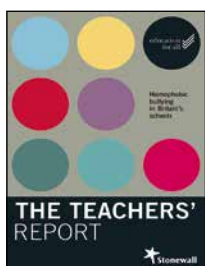
**Some People Are Gay. Get Over It!** Posters, postcards and stickers. Posters available in different languages



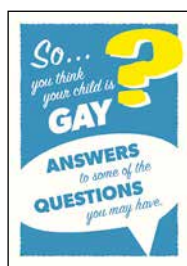
**FIT DVD** A film for secondary school students that tackles the issue of homophobic bullying



**Spell It Out**  
Stonewall's training DVD for secondary school teachers



**The Teachers' Report (2009):**  
YouGov polling of over 2,000 primary and secondary school staff about homophobic bullying



**So...you think your child is gay?**  
Answers to some common questions from parents and carers



**Education Guides** including Working with faith communities; Effective school leadership; Supporting lesbian, gay and bisexual young people



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

## LGBT Youth North West



LGBTYouthNorthWest



LGBTYNW



LGBTYouthNorthWest

LGBT Youth North West is a regional youth work organisation made up of 30 LGBT youth groups.

We support young people through face-to-face youth work provision and support; through training (LGBT Youth College); and through regional events such as our Pride Youth Games and LGBT Youth Conferences.

We train professionals who work with young people in LGBT awareness, and delivered training to over 5,500 people in schools last year.

For more information visit:

[www.lgbtyouthnorthwest.org.uk](http://www.lgbtyouthnorthwest.org.uk)

Email: [Info@LGBTYNW.org.uk](mailto:Info@LGBTYNW.org.uk)

# LESBIAN? GAY? BISEXUAL? WE'RE HERE IF YOU NEED US!

Whether it's relationships, coming out, family stuff, sexual health, knowing your legal rights, hate crime... or you just need someone to talk to.



**0845 3 30 30 30**



**[info@lgf.org.uk](mailto:info@lgf.org.uk)**



**[www.lgf.org.uk](http://www.lgf.org.uk)**



**@lgfoundation**



**'The Lesbian & Gay Foundation'**



## gendered intelligence

Gendered Intelligence (GI) is a not-for-profit organisation that aims to improve the lives of trans people, especially young trans people, and encourages everyone to take a broader view of gender. At GI, we believe that no-one should be constrained by narrow ideas and expectations of gender, and that different gender expressions should be visible and valued.

We work mainly with the trans community, particularly young trans people aged 13-25, and with those who impact on trans lives, such as families, friends, co-workers, and professionals.

GI offers a wide range of activities, support, training, consultancy and other help:

### For Trans Youth

- Regular sessions on the second Tuesday and last Saturday of the month, for young trans people aged 13 – 25 – a chance to explore your gender without being judged, meet other young trans people and to have some fun.
- Arts based programmes – recent projects include film-making, life drawing, developing an interactive zine, and making art with the Science Museum
- Working one-to-one with young trans people from across England, in conjunction with their key workers, local youth workers, family members and education staff
- Mentoring young trans people in further / higher education

### For Families, Friends, Professionals and Others

- Training on Trans Awareness and Inclusion
- Support for parents, families and friends of young trans people
- Workshops for schools
- Consultancy work – in relation to supporting a young trans person or a trans colleague; developing policies; working through specific issues and situations
- Booklets, DVDs and other publications

### For further details and to get in touch

Visit our website at [www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk), e-mail [jay@genderedintelligence.co.uk](mailto:jay@genderedintelligence.co.uk) or call **07540 261104**



## Proud London

Proud London is a weekly LGBTQ+ youth group and safe space for 16-25 year olds who live in London whether out or not. Primarily, we're a social space where LGBTQ+ youth can come to interact, but we also try to get funding to do events around London.

We have discussions, learn LGBTQ history, invite speakers on domestic violence and sexual health, provide CV and employment help, and attempt to assist LGBTQ+ youth in any way possible. Proud London is an inclusive project supporting young people from a diverse range of backgrounds and is dedicated to providing a space free of racism, sexism, transphobia, biphobia, disableism, sizeism, etc.

Youth interested in joining should contact [proudlondonyouth@gmail.com](mailto:proudlondonyouth@gmail.com) for more details.

Proud London is grateful for the continued support of the Dragon Hall Trust.

We meet Wednesdays from 7:30-9:30 pm.



@dragonhall



## Side by Side

Side by Side is a part of the Umbrella group of services at the Sheena Amos Youth Trust (SAYiT). It currently comprises of 17 Young People aged 16-21 who use Drama as a vehicle to challenge Homophobia, Biphobia and Transphobia within secondary schools and colleges across Sheffield.



The members are a mix of Lesbian, Gay, Bisexual, Trans and Straight young people who work together harmoniously to produce innovative and thought-provoking theatre pieces which are performed throughout the UK and aimed at educating their peers on a subject they feel very passionately about.

Side by Side aim to foster a positive relationship between the LGBT community and the wider community and are dedicated to fighting oppression and being good role models and advocates for young LGBT people across South Yorkshire.



**Sheena Amos Youth Trust | 0114 241 2728 | [info@sayyouthtrust.org.uk](mailto:info@sayyouthtrust.org.uk)**

## Diversity Role Models



School can be a tough place – particularly if you are “different”.

Homophobic and transphobic bullying can cause lasting damage with bullied students not realizing their potential or dropping out of school.

### DIVERSITY ROLE MODELS: WHAT WE DO

Our mission is to significantly reduce these statistics and contribute to a world where all children and young people can live, learn, grow and play safely, regardless of issues relating to sexuality and gender. We tackle the prejudice that leads to bullying by providing high-quality, interactive workshops involving role models and discussions that allow young people to explore their views and understand difference.

### PRIMARY WORKSHOPS

Through playing games, doing small group work at tables and whole class discussion, the students find similarities and differences in their appearance, hobbies and families, make guesses about the role model and conduct a mock interview, take part in a Q&A session, talk about bullying and create empathy for children with same-sex parents who might feel different at school and learn how to use language appropriately.

### SECONDARY WORKSHOPS

Class activities are: ‘guess who activity’ – aimed at dispelling stereotypes, this activity invites pupils to guess which role model is being described, stories from the role models to develop empathy and understanding and a Q&A session with role models and facilitator – a favourite with pupils!

### TEACHER TRAINING

DRM works with staff and leadership teams to develop confidence in dealing with bullying and other issues related to difference in sexual orientation and to encourage development of school policies that work to counteract bullying and support pupils as needed.

[www.diversityrolemodels.org](http://www.diversityrolemodels.org) | [@DiversityRM](https://twitter.com/DiversityRM) | [info@diversityrolemodels.org](mailto:info@diversityrolemodels.org) | 020 7964 7009

**IN AN EMERGENCY ALWAYS CALL THE POLICE ON 999**



**National support lines for help with  
homophobic and transphobic bullying**

**ChildLine**

**0800 1111**

(Free 24-hour helpline)

**Samaritans**

**08457 90 90 90**

(24 hours a day, 365 days a year)

**London Lesbian and Gay Switchboard**

**0300 330 0630**

(Lines open 10am – 11pm)

**The Lesbian and Gay Foundation**

**0845 3 30 30 30**

(Lines open 10am – 10pm)

**Stonewall Information Service**

**08000 50 20 20**

(Monday to Friday, 9.30am – 5.30pm)

**Mermaids – Supporting young trans people**

**020 8123 4819**

(Lines open 3pm – 7pm Monday to Saturday)

Produced by the Crown Prosecution Service



You can contact a local organisation at:



This page can be copied onto card and cut into four to make cards people can carry.

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# Acknowledgements

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We would also like to thank several organisations and individuals for their time, resources, feedback, support, knowledge and skills in the development of the filmed scenarios and supporting resources.

These include:

- |                          |                          |                         |                         |
|--------------------------|--------------------------|-------------------------|-------------------------|
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| • Christopher Marsland   | • Equality and Diversity | • LGBT Youth North West | • Stirland Martin       |
| • Claire Stoneman        | Development Services     | • Proud London          | • Stretford Grammar     |
| • Claire Harvey          | (EDDS)                   | • Remark!               | • Transport for Greater |
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