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Evaluation of an anti-homophobic, biphobic and transphobic (HB&T) bullying programme

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Executive Summary

Over the last two decades real progress has been made towards lesbian, gay, bisexual and transgender (LGB&T)¹ equality in Britain. Yet, the government acknowledges that too many LGB&T people still face prejudice because of their sexual orientation or gender identity at every stage in their lives². This includes homophobic, biphobic and transphobic (HB&T³) bullying in schools, which, despite efforts, remains a problem. Preventing and tackling HB&T bullying in schools is important because it can stop LGB&T people reaching their full potential. Homophobia, biphobia and transphobia can also be reproduced in schools if left unchallenged.

The programme

This report provides the findings from a mixed method evaluation of a programme of work to tackle and prevent HB&T bullying in schools and among young people. Eight initiatives⁴ working in the field of HB&T bullying and/or tackling prejudice and discrimination were funded to take part in the programme from April 2015 to March 2016.

The initiatives differed in their activities, the number and type of schools targeted, and the intended recipients (school staff, teachers, pupils etc.). A key difference was whether schools used a 'whole school' approach⁵, a series of short activities or one-off, stand-alone training or events. Most initiatives focused on training with school staff, with fewer activities with pupils.

The key aim of the evaluation was to demonstrate the *perceived* effects of different anti-HB&T bullying activities in order to help improve understanding about which of these activities seemed to work, in what contexts and why. This included looking at factors that were felt to help or hinder preventing or tackling HB&T bullying.

The evaluation

The evaluation involved:

- **A scoping stage** to understand the nature, diversity and scope of the initiatives and how this affected the evaluation design;

¹ We use the acronym LGB&T to denote that LGB are identities related to sexual orientation, whereas transgender is related to gender identity. In doing so we recognise that gay, lesbian, bisexual and transgender sometimes share a common experience of prejudice and discrimination as sexual minorities, but that it is important to treat transphobic bullying separately for research and analysis purposes, to ensure that it receives adequate attention.

² <https://www.gov.uk/government/publications/2010-to-2015-government-policy-equality/2010-to-2015-government-policy-equality#appendix-8-promoting-and-protecting-the-rights-of-lesbian-gay-bisexual-and-transgender-people>

³ As above, the acronym HB&T is used to denote that homophobia and biphobia are related to sexual orientation whereas transphobia is related to gender identity.

⁴ Anne Frank Trust, Barnardo's, Educational Action Challenging Homophobia, Diversity Role Models (with Brook), Educate & Celebrate, National Children's Bureau, Show Racism the Red Card and Stonewall.

⁵ A whole school approach involves a package of activities in a school at the same time; for example, policy development, training for school staff and work with pupils. Initiatives interpreted this approach in different ways.

- **Logic models** illustrating how each initiative believed it would achieve its objectives, which were discussed at interview at the start of the programme and in retrospect with initiative leads;
- **Baseline and follow-up surveys** in relation to initiatives' key objectives with school staff and/or pupils receiving the initiative activities. 850 school staff and 2,407 pupils were surveyed at baseline and follow-up⁶;
- **Qualitative case studies** that were tailored to the initiatives' delivery and included reviews of materials and resources, 14 observations of activities and 65 interviews or small focus groups (involving 59 school staff/teachers, 11 initiative staff and 30 pupils/young people in total).

Key findings

The findings here are arranged by type of initiative activity *across* the programme, rather than by initiative. The following sub-sections bring together findings from the relevant initiatives.

School policy development

Where senior school staff were sceptical or unsure about the importance of a HB&T bullying policy, training for governors and senior leadership teams (SLTs) helped change their minds.

The commitment of school staff to the policy changes was secured by:

- Using surveys to benchmark the level of knowledge staff and pupils had about HB&T and LGB&T issues, in order to develop *bespoke* training and policy changes;
- Information about the harmful effects of HB&T bullying in training for senior staff, to reinforce the importance of tackling it as a safeguarding issue;
- A focus on changing the wording of policies to make them clearer and more actionable.

Improving school staff awareness, understanding and confidence

Training for school staff aimed to improve knowledge of HB&T bullying in two ways: by raising awareness and understanding of the issues and by developing the capacity of school staff to address them (the latter point is discussed in the following sub-section).

Survey data suggested that staff awareness and understanding in relation to HB&T bullying improved. This increased their confidence to challenge bullying, especially in relation to the use of HB&T language by pupils.

Aspects of the face-to-face training *approach* that helped staff improve their knowledge and understanding about HB&T bullying, and secure their commitment and confidence to challenge it, were:

- The professionalism and knowledge of initiative staff. This helped to motivate and reassure them that work to challenge HB&T bullying in schools could be done sensitively and appropriately;
- Smaller groups for training which facilitated questions and learning from peers;
- Non-judgemental training that allowed staff to learn from their mistakes;

⁶ 1,644 school staff took part across all initiatives at baseline compared to 850 at follow-up (51.7%); 2,622 pupils took part across all initiatives at baseline compared to 2,407 at follow-up (91.8%).

- Time to start developing an action plan, and/or examine how teaching resources could be used in practice, during the training.

Aspects of the *content* of the training that helped secure commitment and confidence to challenge HB&T bullying were:

- An overview of statutory (e.g. Equality Act 2010) and regulatory levers (e.g. Ofsted Inspections Framework) that could be used to encourage work to challenge HB&T bullying;
- Greater understanding of the harm that HB&T bullying can do through statistics on the nature and extent of such bullying and personal accounts from LGB&T people;
- Activities that promoted critical exploration of trainees' own stereotypes related to sexual orientation and gender identity;
- Examples of the ways in which HB&T bullying had been addressed in other schools;
- Exploration of correct terminology to use when discussing LGB and especially T people so that teachers could support pupils appropriately.

Survey data showed that, for the initiatives where data met the reliability threshold, the percentage of school staff who felt they would be confident to address homophobic or biphobic language increased from 60 percent to 95 percent. For transphobic language the percentage increased from 40 percent to 93 percent. These are marked and encouraging changes, though it is important to note the limitations of the survey data.

Teacher capacity and cascaded learning

Survey data consistently suggested that building capacity among teachers to prevent and tackle HB&T bullying was one of the more successful parts of the programme. This included building teacher knowledge and skills as well as better provision of teaching resources.

Programme activities where survey data from relevant initiatives showed encouraging increases in the views of school staff at baseline compared to follow-up, included:

- An increase from 25 to 85 percent of teachers who agreed or strongly agreed that they had sufficient knowledge of different strategies they could use to address homophobic and biphobic bullying (a 60 percentage point increase). The equivalent increase in relation to transphobic bullying was 19 to 80 percent (a 61 percentage point increase);
- An increase from 40 to 93 percent in the perceived confidence of teachers to address transphobic language (a 53 percentage point increase). In relation to homophobic and biphobic language confidence increased from 60 to 95 percent (a 35 percentage point increase);
- An increase from 19 to 82 percent in access to shared learning on good practice in challenging homophobic and biphobic bullying (a 63 percentage point increase). The same percentage point increase (from 16 to 79 percent) was seen for transphobic bullying;
- An improvement from 21 to 78 percent in teachers' ability to discuss the link between gender stereotyping and transphobia (a 57 percentage point increase).

Survey and qualitative data indicated that feelings of greater capacity to tackle HB&T bullying among school staff were linked to increased confidence. Interview and focus group participants said greater confidence was achieved by: the provision of practical guidance and strategies to address HB&T bullying; provision of knowledge and teaching resources and how to apply them; the opportunity to reflect and develop current practice; and post-training support.

School and teaching staff thought that the first stage of the ‘cascaded learning’ approach had worked. There was an increase from 10 to 89 percent in staff who felt they would be able to cascade their learning on how to tackle homophobic and biphobic bullying to others (a 79 percentage point increase). The equivalent improvement in relation to transphobic bullying was from 9 to 87 percent (a 78 percentage point increase).

The mechanisms that underpinned cascaded learning were: feeling more motivated and confident to take on the task due to learning new ideas during training; beginning to develop a clear strategy and action plan; and feeling greater ownership of the task. The (limited) qualitative evidence gathered suggested that some trainees had successfully delivered their training to others. Others encountered opposition or lacked support from the SLT and other staff in their school.

Gaps in developing teacher capacity identified during interviews and focus groups included being able to implement an action plan. School staff also wanted access to a single, clearly signposted online resource; more strategies for dealing with parents they considered prejudiced; and, where possible, the opportunity to observe a lesson challenging HB&T bullying.

Raising pupil awareness

Attempts to improve pupil awareness of HB&T bullying and its effects among pupils were not as successful as among school staff. Nonetheless, case studies provided useful insights about the ways in which this work could be developed; in particular, that explicit links needed to be made between prejudice more generally and HB&T bullying specifically.

There was also limited time for pupils’ views to change substantially between baseline and follow-up surveys, which sometimes took place on the same day as the activity or soon after. There was limited change in empathy towards LGB&T pupils being bullied or willingness to report HB&T bullying, presumably for the same reason.

Learning about HB&T bullying and the need to report it appeared to be best understood by pupils where sexual orientation and gender identity were treated as equivalent to racism and sexism. Pupils at interview also showed greater understanding of the effects of homophobia, biphobia and transphobia when it was mentioned specifically in relation to prejudice or stereotyping. This was because pupils did not always make the link themselves.

No single approach with pupils was felt to be most effective.

- Peer Guides and Ambassadors said that presenting work on prejudice and its harmful effects helped them digest the information. However, they did not always feel they had fully understood the issues related to prejudice, homophobia, biphobia and transphobia enough to explain them confidently to others.
- Qualitative data indicated that pupils involved in stand-alone, initiative-led activities had started to critically reflect on their own stereotyping. Survey data indicated little or no change in pupil views towards HB&T bullying or their willingness to report it within the timeframe for data collection.
- Staff developing teaching resources thought challenging HB&T language was a good way into dealing with HB&T bullying. Survey and qualitative evidence suggested that preventing HB&T bullying needs to be linked with work to challenge sexism and gender stereotyping if work to challenge HB&T bullying is not to be undermined.

Pupils who took part in interviews preferred smaller, interactive groups because they could ask questions more easily, clarify misunderstandings and learn from each other. Non-judgemental teaching was also important so that pupils felt safe to make mistakes but learn by doing so.

Direct pupil support

One-to-one and group support to pupils who had been bullied, identified as LGB&T, or who were questioning their identity said that this increased their feelings of self-esteem and resilience to HB&T bullying.

Direct support to pupils consisted of: one-to-one sessions with pupils who had been bullied, who identified as LGB or T and those who had instigated bullying; group work with pupils who identified as LGB or T, who were questioning their identity or who identified as 'allies' of these pupils; and development of resources to use with pupils.

Pupils and school staff interviewed saw one-to-one support provided by the initiative as important to support pupils and establish 'allies' groups.

Pupils who had received one-to-one support with an initiative worker said that it helped improve their self-esteem, made them feel happier and less alienated, and helped them deal with associated problems (e.g. challenging family relationships and substance misuse). It was not possible to talk to pupils who had bullied as part of the evaluation.

Pupils described how 'allies' groups validated their sense of identity or questioning, made them feel safer in numbers, and helped them be more resilient to HB&T language by rehearsing strategies to deal with it.

Overall conclusions

Survey and qualitative data suggested the programme was seen to be successful in improving school staff capacity and confidence to tackle HB&T bullying among its participants. To this end, school staff thought it was important that the momentum established by the programme continued.

The data suggested that a whole school approach was most needed where:

- Senior school staff were not yet convinced that work needed to be undertaken to tackle HB&T bullying and/or a strategic approach to tackling it was absent;
- School staff and pupils felt they had not receive enough training to feel knowledgeable and confident to deal with issues without support;
- Adequate support was not yet available in-house for pupils being bullied or experiencing other difficulties because they identified as LGB or T, or were perceived to be LGB or T.

It may be possible to combine lessons learnt and promising aspects of teaching into a single initiative to prevent HB&T bullying. These aspects included: more specific work on HB&T bullying; using smaller discussion groups to critically reflect on gender and sexual orientation stereotyping; starting by focusing on HB&T language and moving on to more complex messages; and opportunities to consolidate learning through pupil-led activities.

Evaluation limitations

The diversity of the programme design (and the corresponding evaluation design), meant that it was not possible to measure impact within the time and resources available.

Survey data is *indicative* of direction of travel from baseline to follow-up, and explored more fully through the qualitative data.

Survey sample sizes varied, ranging from most of those who participated in initiatives' activities completing the survey to purposively selected sub-samples of participants. Therefore, it cannot be guaranteed that findings are representative of the wider sample.

Where the number of respondents to specific survey questions in the follow-up surveys was less than 45 percent of those at baseline, data was not sufficiently reliable and is not included in the summary above or the main report.

With these points in mind, care should be taken when interpreting the quantitative findings.

Finally, findings are limited to outcomes within the one-year timeframe for the programme.

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Abbreviations

| | |
|----------|---|
| AFT | Anne Frank Trust |
| DfE | Department for Education |
| DRM | Diversity Role Models |
| EACH | Educational Action Challenging Homophobia |
| E&C | Educate & Celebrate |
| ECCO | Educate & Celebrate Coordinator |
| GEO | Government Equalities Office |
| HB&T | Homophobic, biphobic and transphobic |
| LGB&T | Lesbian, gay, bisexual and transgender |
| LGB or T | Lesbian, gay, bisexual or transgender |
| NCB | National Children's Bureau |
| PSHE | Personal, social and health education |
| QED | Quasi-experimental design |
| RCT | Randomised controlled trial |
| SEN | Special educational needs |
| SRE | Sex and relationship education |
| SRtRC | Show Racism the Red Card |

1 Introduction

Over the last two decades real progress has been made towards lesbian, gay, bisexual and transgender (LGB&T)⁷ equality in Britain. Yet, the government acknowledges that too many LGB&T people still face prejudice because of their sexual orientation or gender identity at every stage in their lives⁸. This includes homophobic, biphobic and transphobic (HB&T) bullying in schools, which, despite efforts, remains a problem. Preventing and tackling HB&T bullying in schools is important because such bullying can stop LGB&T people reaching their full potential. Homophobia, biphobia and transphobia can also be reproduced in schools if left unchallenged.

The government is committed to removing barriers that LGB&T people face to advance their opportunities, including in schools. The Government Equalities Office (GEO) and Department for Education (DfE) therefore commissioned a programme of work to explore the best ways in which to tackle and prevent HB&T bullying in schools. This report presents the findings of an **independent, mixed method evaluation of the programme**, carried out by NatCen Social Research (NatCen) for the GEO and DfE. It does not aim to be a definitive statement on what works in challenging HB&T bullying in schools, but to provide evidence on what seems to be working and why.

1.1 Background

What is homophobic, biphobic and transphobic bullying?

Bullying in schools is defined by the UK Government as ‘physical assault, teasing, making threats, name calling’ or ‘cyber bullying – bullying via a mobile phone or online’; it can also be ‘repeated, intended to hurt someone either physically or emotionally’ and is ‘often aimed at certain groups’, including bullying someone because of their sexual orientation⁹ or gender identity.

Homophobic and biphobic bullying is directed towards lesbian, gay and bisexual (LGB) people or people perceived to be LGB. Such bullying is linked to the prejudice, fear or hatred towards a person because of their sexual orientation (i.e. because they are attracted to someone of the same sex if they are gay or lesbian, or to because they are attracted to people of both sexes if they are bisexual).

Transphobic bullying is directed towards someone because of a prejudice, fear or hatred related to the fact that the transgender person’s gender identity and/or gender expression differs from their birth sex. At their most benign, homophobia, biphobia and transphobia involve passive resentment. At their worst they can involve victimisation and physical violence. Homophobia, biphobia and transphobia are linked because it can be

⁷ We use the acronym LGB&T to denote that LGB are identities related to sexual orientation, whereas transgender is related to gender identity. In doing so we recognise that gay, lesbian, bisexual and transgender sometimes share a common experience of prejudice and discrimination as sexual minorities but that it is important to treat transphobic bullying separately for research and analysis purposes, to ensure that it receives adequate attention.

⁸ <https://www.gov.uk/government/publications/2010-to-2015-government-policy-equality/2010-to-2015-government-policy-equality#appendix-8-promoting-and-protecting-the-rights-of-lesbian-gay-bisexual-and-transgender-people>

⁹ Gov.uk, Bullying at school: <https://www.gov.uk/bullying-at-school/bullying-a-definition>

assumed that people who do not conform to gender stereotypes and identities are lesbian, gay or bisexual, whether this is true or not.

Bullying can be directed against an individual or a more widespread culture of homophobia, biphobia and transphobia seen through prejudice, stereotyping or the use of HB&T language. For instance, lobby group Stonewall surveyed 1,614 LGB people aged 11-19 online. They found that 'ninety-six percent of gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all (99 percent) hear phrases such as 'that's so gay' or 'you're so gay' where the word gay is used to mean something sad or bad'¹⁰. A survey of 872 people identifying as transgender people found that 64 percent of female-to-male and 44 percent of male-to-female people identifying as transgender had experienced harassment or bullying from staff or pupils at school¹¹. This included physical and verbal bullying, insistent use of names or pronouns the transgender person did not identify with, and being prohibited from using what others called the 'wrong' toilet or changing rooms^{12,13}.

How prevalent is homophobic, biphobic and transphobic bullying?

A recent study using *Next Steps* data - a nationally representative longitudinal survey - found that a greater proportion of respondents who identified as LGB at age 19 were bullied during their compulsory education (from ages 13-14) and at age 19-20¹⁴. For instance, 45.4% of young people who identified as heterosexual compared to 60.5% of young people who identified as LGB reported they had 'ever been bullied'; 6.1% of heterosexual young people compared to 19% of LGB young people had experienced 'frequent bullying in school'¹⁵.

Robust data on the prevalence of bullying of transgender young people is much harder to come by because of a paucity of research relating to gender identity and bullying to date. One study cited in the EHRC's transgender research evidence review, found that 64 percent of female-to-male and 44 percent of male-to-female people who identified as transgender had experienced bullying¹⁶. This finding is mirrored in a survey of 6,450 individuals in the USA and its territories; the National Centre for Transgender Equality and the National Gay and Lesbian Taskforce reported rates of harassment (78%), physical assault (35%) and sexual violence (12%) between the ages of 7-19 among people who expressed transgender identity or gender non-conformity in school¹⁷.

¹⁰ Guasp, A. (2012) *The School Report: The experiences of gay young people in Britain's schools in 2012*. Stonewall.

¹¹ Whittle, S., Turner, L. and Al-Alami (2007) *Engendered Penalties: Transgender and Transsexual People's Experiences of Inequality and Discrimination*, London: The Equalities Review.

¹² Mitchell, M. and Howarth, C. (2009) *Trans research review*, Manchester: Equality and Human Rights Commission (EHRC): <http://www.natcen.ac.uk/our-research/research/trans-research-review/>

¹³ Gendered Intelligence (no date) *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

¹⁴ This was based on 7,220 pupils who answered the relevant questions. Henderson, M. (2015) *Understanding Bullying Experiences among Sexual Minority Youths in England*, London: Centre for Longitudinal Studies.

¹⁵ *Ibid.* p. 9.

¹⁶ Mitchell, M. and Howarth, C. (2009) *ibid.*

¹⁷ Grant, J.M., Mottet, L.A., Tanis, J. with Harrison, J., Heman, J.L., and Keisling, M. (2011) *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*, National Centre for Transgender Equality and National Lesbian and Gay Task Force: http://www.thetaskforce.org/static_html/downloads/reports/reports/ntds_full.pdf

What are the effects of homophobic, biphobic and transphobic bullying?

There is also a growing awareness of how HB&T bullying, language and behaviour can limit the opportunities and life chances of young people because of the negative associations of being perceived as LGB or T, whether the pupil is LGB or T or not. Examples of the effects of HB&T bullying, language and behaviour include poor attainment because of the association of studiousness with being called 'gay' and fear among girls of taking part in sport because of concerns about appearance and being called a lesbian^{18,19}. Other effects on bullied LGB and T young people can include poor attendance at school, lower attainment, depression, low self-esteem²⁰, substance abuse, suicidal thoughts and higher sexually risky behaviour compared to their peers²¹.

One study in the USA found that 41% of transgender people had attempted suicide compared to a national estimate of 1.6%, with bullying being a contributing factor²². The limited evidence from the UK suggests pupils who identify as transgender, or who are questioning their gender identity, felt isolated and harassed at school²³. Given the similarity with the experiences of many LGB pupils it seems likely that transgender pupils will experience at least some of the same negative effects.

What works in preventing and tackling homophobic, biphobic and transphobic bullying?

In 2014 the GEO, in collaboration with the DfE, commissioned NatCen to conduct a review of evidence and some primary qualitative research into what works in trying to prevent and tackle HB&T bullying²⁴. The review identified that, while there was a lot of opinion about what worked in tackling homophobic bullying specifically, there was little in the way of robust evaluation or quantitative evidence on the effectiveness of interventions. There was also very little evidence about what worked in addressing biphobic and transphobic bullying. However, the study did identify the range of different activities and interventions being used in schools that were perceived by providers and teachers to be effective. These included:

- Adoption of a 'whole school approach'²⁵ to HB&T bullying, including clear anti-bullying policies supported by the senior leadership team (SLT) and consistently applied;

¹⁸ Mitchell, M., Howarth, C., Kotecha, M. and Creegan, C. (2009) *Sexual Orientation Research Review 2008*, Equality and Human Rights Commission: <http://www.natcen.ac.uk/our-research/research/sexual-orientation-research-review/>

¹⁹ Mitchell, M. and Howarth, C. (2009) *ibid.*

²⁰ Russell, S.T., Ryan, C., Toomey, R.B., Diaz, R.M. and Sanchez, J. (2011) Lesbian, Gay, Bisexual and Transgender Adolescent School Victimization: Implications for Young Adult Health and Adjustment. *Journal of School Health*. 81(5): 223-230.

²¹ Henderson, M. (2015) *ibid.* p. 3-4

²² Grant, J. M. (2011) *ibid.* p. 3

²³ Mitchell, M. and Howarth, C. (2009) *ibid.*

²⁴ Mitchell, M., Gray, M. and Beninger, K. (2014) *What works in tackling homophobic, biphobic and transphobic bullying among school-age children and young people? Evidence review and typology of initiatives*, Government Equalities Office.

²⁵ A whole school approach looks at the way bullying should be addressed across and through involvement of the whole school rather than being limited to one area of activity (such as personal, social and health education (PSHE) teaching) or to one teacher or a small group of pupils. Key elements of the approach include: leadership and management of change; bullying and reporting policy development; curriculum planning for teaching and learning; LGB&T-friendly school ethos; student voice in decisions about activities to challenge LGB&T bullying; provision of student support services; and partnerships with parents and the local community.

- Training for teachers and other staff, to improve their confidence in dealing with LGB&T issues, discussion of such issues in lessons, with involvement of pupils in decisions about form and content of learning to make it more engaging;
- Ensuring appropriate support for victims of HB&T bullying as well as perpetrators.

The review also highlighted a number of areas where participants thought the Government could better support schools to tackle and prevent HB&T bullying. These included increasing awareness of schools' duty to prevent and tackle bullying, the use of a 'whole school approach', sharing good practice and signposting specialist HB&T bullying resources.

1.2 Policy context

1.2.1 The programme

The Government expects schools to take a strong stand against all forms of bullying and cyberbullying, including HB&T bullying. All schools are required by law to have a behaviour policy which sets out how they will do this, as well outlining measures to encourage good behaviour. Schools are free to develop their own anti-bullying strategies and are held to account for their effectiveness through Ofsted.

To support schools, in October 2014 the Government announced a £2 million grant programme aimed at preventing and tackling HB&T bullying in schools. Given that evidence to date did not definitively state that one type of approach was better than another, interested stakeholders were asked to bid for funding based on what they considered the best approach to tackle HB&T bullying, taking into account findings from NatCen's evidence review.

Eight organisations (hereafter referred to as initiatives) working in the fields of HB&T bullying and/or tackling prejudice and discrimination were funded to take part in the programme, with grants running from April 2015 to March 2016. The initiatives were granted funding on the basis that they were:

- Building the capacity of schools through developing knowledge and skills;
- Trialling classroom-based activities;
- Establishing appropriate and effective support for victims of bullying;
- Developing practical tools and/or accessible educational material;
- Developing techniques and ways to encourage pupils to report bullying.

The initiatives varied in nature, particularly in terms of:

- **Focus** e.g. prejudice generally or specifically on HB and/or T bullying;
- **Target populations** e.g. school staff, teachers, pupils, under-served schools;
- **Location** e.g. a small numbers of schools in a specific cluster or locality to schools and teachers across large parts or regions of England;
- **Scope of delivery** e.g. whole school approaches, or a series of or one-off activities;
- **Aims** e.g. intermediate aims such as improving teacher confidence to more direct reporting of bullying and support for pupils;
- **Level of maturity** e.g. some were new initiatives while others used existing approaches to tackling bullying extended to a new location.

The resulting programme was a mosaic of activities covering the broad typology of initiatives presented in the previous review. Each initiative trialled different aspects of what stakeholders from the review thought worked in tackling HB&T bullying, or new developments that stakeholders thought were needed to address it. The opportunities and limitations that this diversity posed for the nature of the evaluation are discussed further in Chapter 2. A summary of each initiative, its logic, scale and broad activities are shown in Table 1:1. Table 1:2 provides a more detailed breakdown of the specific activities undertaken by initiatives.

This evaluation therefore represents the next stage in developing a more focused approach to tackling HB&T bullying: by more thoroughly identifying what seems to work in a) improving school policy development on HB&T bullying, b) improving teachers' capacity and confidence to deal with HB&T bullying, and c) working with pupils directly to tackle HB&T bullying.

On Friday 8 July 2016, the DfE and GEO launched an invitation to tender for a new Homophobic, Biphobic and Transphobic Bullying Fund. This followed an announcement of further funding towards addressing HB&T bullying committed by Nicky Morgan, Secretary of State for Education and Minister for Women and Equalities. Up to £2.8 million will be available for the programme over three years from September 2016 to 31 March 2019, in order to help prevent and respond to HB&T bullying across schools in England. This will build on the success of the previous pilot programme in 2015-16 and the lessons learned from this evaluation.

Table 1.1 Key features of the eight initiatives participating in the programme

| Initiative | Description | Key features | | | | |
|-------------------------------|--|--|---|--|---|--|
| | | Whole school approach? (If so, nature and extent) | Scale | Degree of challenges | Proposed Sustainability | Type of schools |
| Anne Frank Trust (AFT) | Used a supported pupil peer-led approach. A group of between 12 and 20 Peer Guides were trained in each school to deliver the Anne Frank exhibition on the historical dangers of prejudice to their peers. A sub-group of Peer Guides became Ambassadors, who supported to deliver activities related to prejudice within their schools. Following the exhibition trainers delivered workshops to pupils that encouraged critical thinking about prejudice among pupils, including HB&T. | Peer-led approach with pupils supported by teaching, involving around 200 pupils in each school. | 18 schools in three regions | New towns and schools, with an ethnic and religious mix in schools in some areas | Peer educators and AFT Ambassadors carry learning forward to other pupils | Secondary |
| Barnardo's | Worked intensively with two secondary schools and their clusters to help build their capacity to deal effectively with HB&T bullying. The work included benchmarking the current level and form of work on HB&T bullying, developing school policies and reporting mechanisms, delivering training to school staff and teachers and delivering one-to-one and group support for pupils who had been bullied, who identified as LGB or T or who had bullied someone ²⁶ . | In school work with school staff and pupils | Extensive work in two secondary schools and their clusters, plus work in 12 primary schools and faith schools | New work supporting LGB&T pupils BUT in two school clusters | Capacity is build up within the two main schools, which then share work with schools in their cluster | Secondary and primary schools and their clusters |

²⁶ Barnardo's work also included clusters of primary schools, the development of a faith toolkit resource, a module for trainee teachers and the development of a website. However, these were not the focus of this evaluation.

Table 1.1 Key features of the eight initiatives participating in the programme

| Initiative | Description | Key features | | | | |
|---|--|---|---|---|---|--|
| | | Whole school approach? (If so, nature and extent) | Scale | Degree of challenges | Proposed Sustainability | Type of schools |
| Diversity Role Models (with Brook) (DRM) | Delivered face-to-face and online training for teachers and other school staff, including the SLT. The training aimed to increase knowledge and awareness of HB&T bullying, increase staff confidence and competence in dealing with bullying, sharing good practice and disseminating learning to further enhance capacity in schools. An online Knowledge Exchange of resources is also planned. | Training aimed at promoting a whole school approach and provision of teaching resources | Aim to train 10,000 staff in 400 schools via 'core' e-learning and 1,500 staff in 200 of these schools via 'specialist' face-to-face training ²⁷ | Larger pool of schools and teachers to train. Less direct support to teachers | A pool of staff trained within a school ensuring work does not rely on one person. Resources made available, including online | Teachers from secondary and primary schools |
| Educational Action Challenging Homophobia (EACH) | Used a whole school approach delivering bespoke consultancy and training to ten schools in English counties, some of which they had worked with before. This included assisting schools to develop reflexive teaching aimed at reducing HB&T bullying across the curriculum; delivering training to increase the knowledge and confidence of staff to deal with HB&T bullying, including for pupils with disabilities and special educational needs (SEN); providing advice and support to the SLT; developing related resources and providing additional one-off training events promoting a whole school approach. | In school contact delivering advice and support | Ten case study schools, three one-off training events outside of these schools | Relatively small number of schools with some existing relationships | Building capacity and developing resources that could be used on an on-going basis | Secondary and primary, including schools working with pupils with SEN or disabilities (SEND) |

²⁷ This evaluation focused on delivery of the latter.

Table 1.1 Key features of the eight initiatives participating in the programme

| Initiative | Description | Key features | | | | |
|--|--|--|--|---|--|-----------------------|
| | | Whole school approach? (If so, nature and extent) | Scale | Degree of challenges | Proposed Sustainability | Type of schools |
| Educate & Celebrate (E&C) | Implemented a five-point plan across 60 harder-to-reach schools, evenly split between secondary and primary schools. The plan included training delivered during INSET days, followed by depth training with designated staff over five days. Establishment of Educate & Celebrate Coordinators (ECCOs) to embed practice, improve monitoring and reporting of HB&T bullying, increase visibility of LGB&T people in the school and develop a school plan to carry on work. | Training over a number of days aimed at promoting a whole school approach | 60 schools | Work with a relatively large number of schools, including harder-to-reach schools | Building capacity within the schools, including establishing ECCOs to drive work forward. Five point action and possible accreditation | Secondary and primary |
| National Children's Bureau (NCB) | Developed a programme of training drawing on specialists in the Sex Education Forum to build secondary and primary schools' knowledge, confidence and capacity in sex and relationship education (SRE) and personal, social and health education (PSHE) lessons. Links were made with teachers in 19 Local Authority areas so that work could be integrated into SRE/PSHE lessons and with generic anti-bullying work. The aims were to build teacher capacity in those teams. | Specialist curriculum change and teacher-led approach. Assumed schools had a whole school approach | Teachers in 19 Local Education Authority Areas | Some difficulties gaining access to schools through Local Education Authorities due to fewer Local Education Authority maintained schools | Provision of resources, Sex Education Forum partner and cascading online resources to others | Secondary and primary |

Table 1.1 Key features of the eight initiatives participating in the programme

| Initiative | Description | Key features | | | | |
|---|---|---|---|--|---|--|
| | | Whole school approach? (If so, nature and extent) | Scale | Degree of challenges | Proposed Sustainability | Type of schools |
| Show Racism the Red Card (SRtRC) | Built on existing work to challenge racism in society using the high-profile status of professional footballers, among others. It held four teacher training conferences that built on its existing DVD and practical resources to help build school capacity to challenge homophobia, biphobia and transphobia and to ensure best practice in the delivery of activities to young people. Twenty high profile educational events were run at football clubs that encouraged exploration of stereotypes and critical thinking about HB&T language among young people. | Initiative-led events and workshop-based approach. Not a whole school approach | 20 pupil events at football grounds. 4 teacher conferences | A new area of work for SRtRC but using an existing approach. Challenging gender stereotypes in sport. | Development and distribution of resources | Primary and secondary school pupils |
| Stonewall | Used an existing train the trainer course on HB&T bullying and extended the programme to another 60 partner organisations (e.g. schools, local authorities, LGB&T community organisations, etc.) in harder-to-reach communities and under-served regions. Each trainer intended to train 10 schools and 20 staff in each thereby establishing a network to tackle HB&T bullying. New, practical educational materials were developed as part of the work. The approach also developed a model of quality assurance. | Training aimed at promoting a whole school approach | Training 60 partner organisations (with the aim that they train 600 teachers, who would then train up to 12,000 teachers) | Used an existing programme that was extended to under-served regions and harder to reach communities. Does not provide direct in-school teacher teaching | Partners train teachers who then train other staff. Cascaded learning. Provision of resources, support, quality mark | Work primarily with partners who then work with a range of schools |

Table 1.2 Summary of activities of the initiatives in relation to HB&T bullying

| Activities undertaken by initiatives | AFT | Barnardo's | DRM | EACH | E&C | NCB | SRtRC | Stone wall |
|---|-----|------------|-----|------|-----|-----|-------|------------|
| Policy, procedures and whole school approaches | | | | | | | | |
| Governor/SLT training | | ✓ | ✓ | ✓ | ✓ | | | |
| Policy/procedure/curriculum reviews | | ✓ | | ✓ | ✓ | | | |
| Benchmarking and bespoke offer | | ✓ | | ✓ | ✓ | | | |
| Awareness raising of reporting procedure | | ✓ | | | ✓ | | | |
| Awareness raising across the whole school | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Promoting LGB&T inclusivity and visibility | | ✓ | | ✓ | ✓ | | | ✓ |
| Parental/community engagement | | ✓ | | ✓ | ✓ | | | |
| Accreditation/quality mark | | | | | ✓ | | | ✓ |
| School staff | | | | | | | | |
| Identifying issues for teachers | | | | ✓ | ✓ | | ✓ | ✓ |
| Awareness raising of the effects of bullying | | ✓ | ✓ | ✓ | | ✓ | | ✓ |
| Improving knowledge of HB&T bullying | | | ✓ | | | | ✓ | ✓ |
| Knowledge of gender stereotyping | | | | ✓ | ✓ | ✓ | | ✓ |
| Gender stereotyping and link to transphobia | | | ✓ | | ✓ | ✓ | | ✓ |
| Improving knowledge of cyber bullying | | | | ✓ | | | | ✓ |
| How to deal effectively with HB&T bullying | | ✓ | ✓ | ✓ | | | | ✓ |
| Increasing confidence on HB&T issues | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Confidence to challenge HB&T language | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Confidence to tackle bullying | | ✓ | | ✓ | ✓ | | | ✓ |
| Confidence challenging gender stereotypes | | ✓ | | | ✓ | | | ✓ |
| How to challenge HB&T bullying directly | | ✓ | ✓ | | | | | ✓ |
| How to challenge HB&T language | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| How to develop discursive teaching | | ✓ | | ✓ | | | | |
| Developing LGB&T inclusive curriculum | | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| LGB&T inclusive SRE/PSHE curriculum | | | | | ✓ | ✓ | | |
| Online training (knowledge, confidence) | | | ✓ | | | | | |
| How to train other organisations | | | | | | | | ✓ |
| Develop capacity via cascaded learning | | | | | ✓ | | | ✓ |
| Cascading learning through online training | | | ✓ | | | ✓ | | |
| Produce online resources/share knowledge | | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Produce/ distribute teaching resources | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pupils | | | | | | | | |
| Knowledge of prejudice and its dangers | ✓ | ✓ | | | | | ✓ | |
| Knowledge of stereotyping and its dangers | ✓ | ✓ | | | | | ✓ | |
| Reduce prejudice/ negativity | ✓ | ✓ | | | | | ✓ | |
| Increase respect for diverse groups | ✓ | ✓ | | | | | ✓ | |

| Activities undertaken by initiatives | AFT | Barnardo's | DRM | EAC H | E&C | NCB | SRtR C | Stone wall |
|--|-----|------------|-----|-------|-----|-----|--------|------------|
| Awareness why HB&T language is wrong | ✓ | ✓ | | | | | | |
| Empathy towards people being bullied | ✓ | ✓ | | | | | ✓ | |
| Confidence to report HB&T bullying | ✓ | ✓ | | | | | | |
| Improved knowledge for Ambassadors | ✓ | | | | ✓ | | | |
| Promoting feelings of greater pupil safety | | ✓ | | | ✓ | | | |
| Knowledge of where to find support | | ✓ | | | ✓ | | | |

1.3 The programme evaluation

The aims of the programme evaluation were divided into two stages. In the scoping stage, the study aimed to:

- Identify key methodological and practical challenges associated with the evaluation (at both the programme and initiative level);
- Critically review options for optimal evaluation design using a range of evidence and theory, given the methodological and practical challenges;
- Consider the way in which the effectiveness of the programme and each specific initiative, including different components, could be evaluated taking into consideration what evidence was being collected by the initiatives and their own evaluations.

Following this stage, a report was submitted to the GEO outlining the proposed approach. Conclusions related to the methodological approach are discussed in more detail in Chapter 2, but in short, it was suggested the evaluation should:

- **Be inclusive:** it should include all initiatives and all aspects of their activities that it was possible to include in the timescale and resources for the programme and evaluation;
- **Be based on a theory of change and logic models for each initiative and its activities:** to bring to the fore the assumptions made by each initiative about how their planned activities would work so that they could be assessed against their own logic model;
- **Use a mixed-methods approach:** be primarily qualitative but use baseline and follow-up activity surveys to decide where to target qualitative investigation about what appeared to work or not work;
- **Focus on what seems to work or not:** including depth exploration of the mechanisms that most facilitate or hinder the ability to address HB&T bullying and what this would mean for future programme development.

At this stage a randomised controlled trial (RCT) or quasi-experimental design (QED) was ruled out for reasons discussed in Chapter 2. By stage two of the study, therefore, the overall aim of the programme evaluation was refined in order to take an approach that could demonstrate the perceived impacts of different anti-HB&T bullying activities in the programme. It would also further add to the evidence base by helping to improve understanding about which of the activities that formed the programme seemed to work, in what context and why.

Each initiative independently undertook their own evaluation. This evaluation therefore **reports on the value of different types of activities across initiatives rather than on the initiatives themselves**. It also reports on the successes and difficulties experienced across the programme as a whole.

1.4 Structure of the report

Following discussion of the methodology in Chapter 2, the report is divided into three main sections. These sections follow detailed analysis of the type of activities taking place across the initiatives with school staff and teachers, and with pupils.

Section A looks at initiatives and activities that targeted **school staff and teachers**:

- School Policy Development (Chapter 3);
- Improving Staff Awareness and Understanding (Chapter 4);
- Teacher Capacity and Cascaded Learning (Chapter 5).

Section B reports on initiatives and activities that involved work with **pupils** in school or with young people of school-age outside school:

- Raising Pupil Awareness (Chapter 6);
- Direct Support to Pupils (Chapter 7).

Section C provides **reflections and conclusions** on key issues arising across the work of the initiatives and the programme (Chapter 8).

2 Methodology

This section provides a brief overview of the research approach and methods. Further information can be found in the appendices.

NatCen was commissioned by the GEO and DfE to carry out this evaluation in March 2015, building on NatCen's previous review of what is perceived to work in tackling HB&T bullying among school-aged children and young people. From the outset, there were three contextual factors which shaped the evaluation design for this programme:

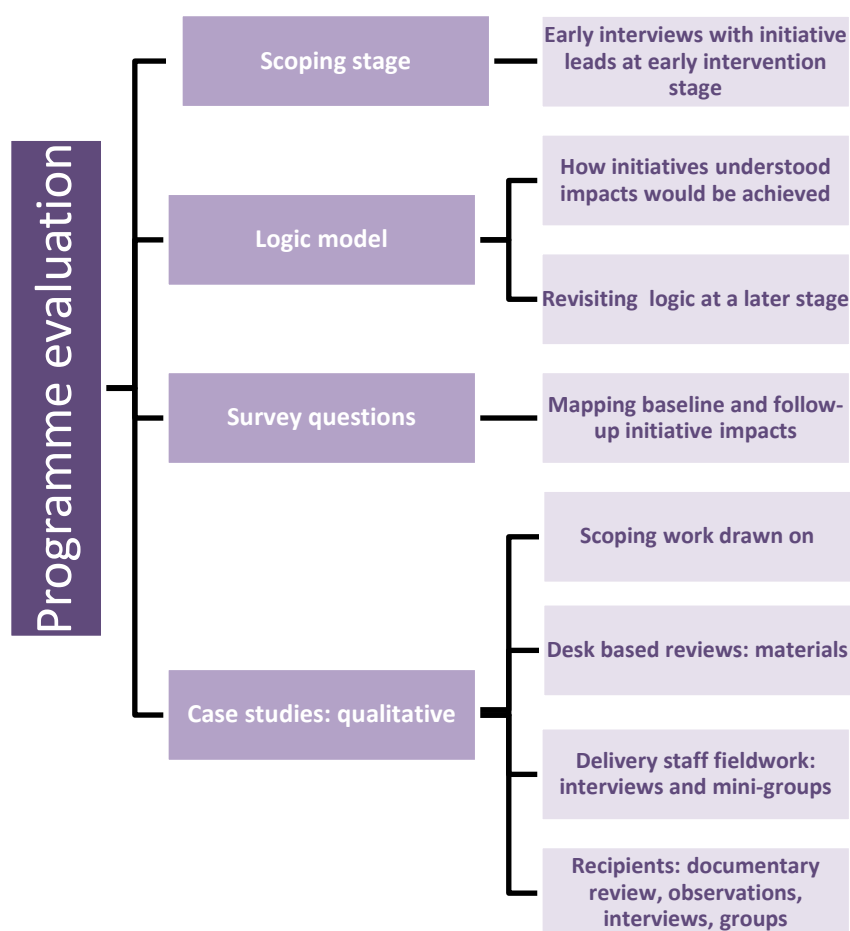
- Initiatives had begun to roll out their activities prior to the start of the evaluation, which meant the evaluation needed to begin as soon as possible;
- Initiatives had independently commissioned evaluations of their interventions, which meant that the programme evaluation should not reproduce these evaluations or place additional burden on initiative staff and prospective participants;
- The diverse approaches to delivery within the programme, including focus and recipients. This variation precluded an impact evaluation because the time and resources needed to establish appropriate treatment and control groups within such a diverse programme were unfeasible.

Given this context, the evaluation comprised two core features (discussed further below):

- A 'pragmatic' commitment to working collaboratively with initiatives and their evaluators, tailoring our work as much as possible to the activities already planned by them;
- A commitment to a qualitative 'realist' approach - the optimum evaluation design possible given the constraints. The realist approach meant examining the ways in which participants *perceived* and reported how the programme activities affected them. It also helped identify the mechanisms and factors that participants thought facilitated or hindered positive changes and whether these were internal or external to the programme activities.

The evaluation comprised four strands of activity, summarised in Figure 2:1 below, designed to build up a picture of aspects of the programme perceived as most likely to impact on HB&T bullying.

Figure 2.1 Programme evaluation design



2.1 Scoping stage

The purpose of the scoping stage was to arrive at a comprehensive understanding of the nature and scope of what the initiatives were planning to do, to inform the evaluation design. Key factors taken into consideration were: identifying the range and scope of key initiative activities for evaluation; avoiding duplication of the work carried out by the initiative’s own evaluations; and building a design that would cause minimum additional burden to participants in the programme and the evaluation.

This stage involved a review of information provided by the GEO and follow-up interviews with initiative and evaluation leads. This established the diversity of initiative approaches in terms of their aims, focus, target population, location, delivery mode and stage of development. It also identified the opportunities and limits to the evaluation based on the nature and timeframe of the programme.

2.2 Logic models

The evaluation design primarily drew on a qualitative ‘realist’ approach in order to provide reliable and credible findings²⁸. Central to the realist approach is the notion of a

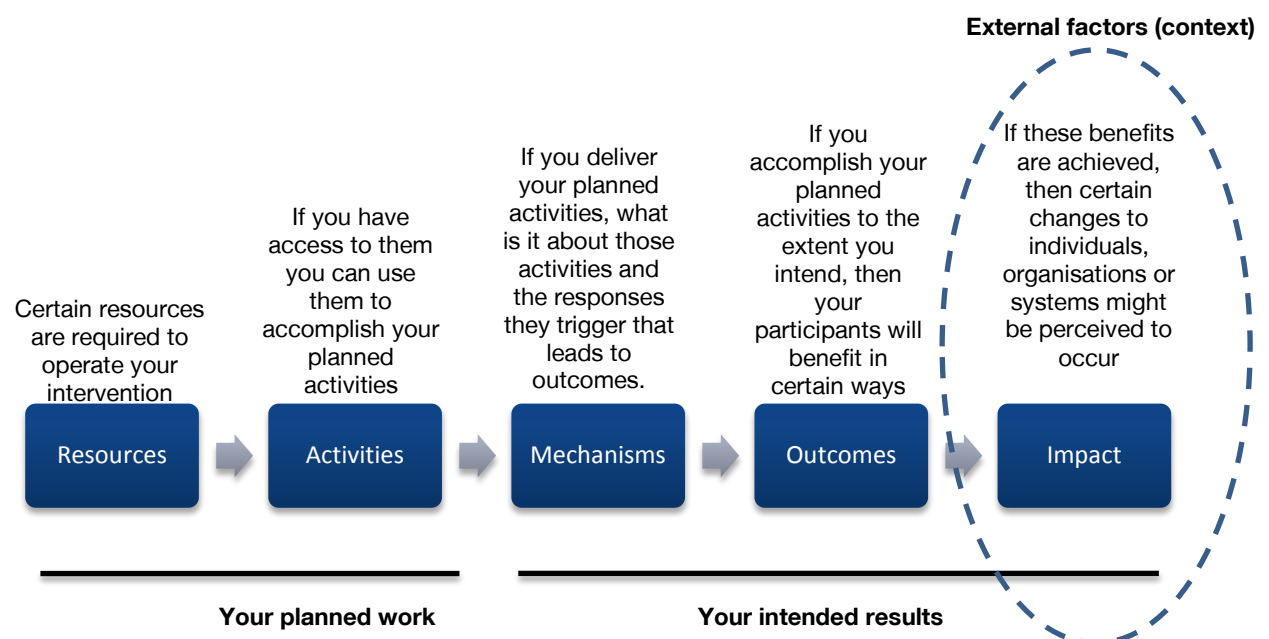
²⁸ Pawson, R. and Tilly, N. (1997) *Realistic Evaluation*, London: Sage.

‘mechanism’ and its interaction with context in providing a rich understanding of the effectiveness of programmes (Pawson, 2006)²⁹. This approach argues that, it is not an intervention as such that gives rise to an outcome but the response of institutions or individuals to the intervention. Figure 2:2 below shows an overview of a logic model within a realist framework. To develop logic models for each **initiative activity**, we carried out depth interviews with initiative leads to explore:

- The resources contributing to an activity;
- The perceived mechanisms that initiative staff felt were components of an activity that helped to achieve an outcome;
- Whether the assumed mechanisms actually achieved positive outcomes;
- What the perceived impact was from the initiative activities undertaken;
- Whether there were factors internal or external to the programme that participants believed facilitated or hindered its effects.

Logic models were further developed from these interviews, shared with initiative leads and refined until a mutually agreed model was achieved.

Figure 2.2 A realist logic model approach



Source: adapted from Kellogg Foundation (2004) and Pawson and Tilly (1997)

A retrospective logic model interview with the same initiative leads was completed towards the end of the initiatives' work. These interviews explored the perspectives of initiative leads on what had worked well and less well in terms of their approach and activities in order to identify key learning to take forward as part of any further work on anti-HB&T bullying. This data has been integrated into the findings presented in this report. More information about the logic model approach is included in Appendix B. Detailed logic models agreed with each of the eight initiatives are in Appendix C.

²⁹ Pawson, R. (2006) Evidence-based policy: A realist perspective, London: Sage.

2.3 Surveys of initiative activities and perceived impacts

Quantitative survey data was collected at baseline and after initiative activities ('follow-up') to identify where potential positive changes and outcomes of activities had taken place. This information was then used to identify key issues to explore through qualitative case studies. Further detail on survey samples, survey modes and data collection are in Appendices D and E.

Question design

The GEO provided an outline of each initiative's aims and proposed activities with school staff and teachers during the scoping stage. These outlines were developed into specific questions to assess the percentage point change for respondents selecting particular responses at baseline and follow-up. The **same questions** were used for initiatives which shared sufficiently similar objectives to allow a degree of comparison in what was seen to work best (e.g. two initiatives aimed to increase teachers' knowledge about access to pastoral support for pupils who had experienced HB&T bullying; the same question was used with both initiatives to assess knowledge of access to pastoral support). Where initiatives had objectives and activities that were particular to them, **specific questions** were developed. There were different survey questions for teachers and pupils. The questions produced were reviewed by initiatives, their evaluators, an expert panel at NatCen and the GEO. Survey question development is discussed further in Appendix D. The questions for each initiative are in Appendix F.

Sampling

Sampling of school staff and pupils relied on the assistance of the initiatives, their evaluators and the schools with which they worked. Sample size varied, ranging from most of those who participated in initiatives' activities completing the survey to purposively selected sub-samples of participants (where initiatives found it difficult to involve schools in programme evaluation due to research fatigue). Table 2.3 below gives a summary about survey samples. Further details of samples for each initiative are included in Appendix E. Where a sub-sample was selected it cannot be guaranteed that findings are representative of the wider sample and they have been presented and interpreted accordingly. In these instances they are explored alongside qualitative data.

Gaining consent

Initiatives gained consent for pupils to take part in the research on NatCen's behalf, while consent was gained on an individual level for school staff. NatCen provided recruitment and consent materials for the initiatives to use, designed to ensure participant consent was informed and voluntary. Care was taken to ensure age appropriate materials were developed for primary and secondary school pupils, drawing on previous research carried out by NatCen and from members of NatCen's Research Ethics Committee.

Survey data collection

Surveys were delivered in a number of ways which took account of the type of activities, timing, the best way to avoid burdening initiatives and schools, and the most appropriate mode of collection for teachers and pupils. Wherever possible we delivered surveys in the same way to try to achieve consistency in delivery and the nature of the sample size.

Responding to the needs of initiatives and schools, however, meant this was not always achievable and this is noted in the main text where applicable.

An overview of the mode and timing of baseline and follow-up surveys can be found in Table 2:1 below. Further information is provided in Appendix E.

| Delivery of activities | Participants | Baseline survey | Timing | Follow-up survey | Timing |
|--|-------------------------|--------------------------------|-----------------------|-------------------------|--|
| Whole school (Barnardo's, E&C, EACH) | School staff and pupils | Online | Early intervention | Online | Late intervention (usually 3-4 months after the first survey) |
| One-off events (e.g. training, conferences, teaching sessions) | School staff | Paper/voting pad ³⁰ | Before start of event | Online | 4-6 weeks after event |
| | Pupils | Paper/voting pad | Before start of event | Paper/voting pad | Same day, end of the event |

Total numbers of baseline and follow-up survey respondents are shown in Table 2:2 below. Further details of the quantitative fieldwork can be found in Table 2:3.

| Participants | Baseline | Follow-up |
|--|-----------------|------------------|
| Pupils | 2622 | 2407 |
| Teaching and non-teaching staff | 1644 | 850 |

Follow-up survey responses

A particular challenge was to maximise the number of follow-up survey responses. A combination of strategies was used to achieve this, including: minimising the number of questions; delivering programme evaluation questions alongside initiative questions; ensuring survey questions were easy to complete; and sending at least two follow-up reminder emails to respondents where data was not collected on the same day as activities. Despite this, there was a high degree of attrition in some cases between baseline and follow-up surveys, particularly for teachers.

In some cases, more respondents chose to answer particular survey questions (items) at follow-up than at baseline. This resulted in the follow-up sample as a proportion of the baseline sample exceeding 100 percent. A higher level of item non-response is to be expected in self-completion surveys, but the fact that some respondents chose to answer questions at follow-up and not at baseline might suggest they had gained awareness, knowledge and understanding about the issues after receiving the intervention i.e. they had a greater understanding of how to answer the question at follow-up and a greater investment in completing these questions.

³⁰ SRtRC used voting pads at face-to-face events with teachers and pupils. PowerPoint slides displayed survey questions and voting pads were used to register responses.

In addition, one initiative (E&C) issued more surveys at follow-up than at baseline, which meant that there were 11 more staff respondents and 89 more pupil respondents at follow-up. However, the sample of pupils at baseline and follow-up are similar in terms of their demographic characteristics, with one difference being an increase in the proportion of secondary school pupils at follow-up. However, there is also a decrease in the number of missing responses to the question about level of education at follow-up, which might explain the difference. Despite these limitations, the data provides useful insight into tackling and preventing HB&T bullying and so has been included in the report. However, some caution needs to be applied when interpreting these findings.

Reliability threshold for survey data

Where follow-up responses were less than half of those at baseline for an initiative (45 percent), we consider the data not reliable enough to suggest trends. Instead, survey data are used primarily to indicate *possible* trends that require further exploration and explanation through the qualitative data. Care must be taken, therefore, in attaching greater significance to quantitative data than they can provide. The 45 percent threshold was chosen to combine robustness and pragmatism i.e. so that we did not exclude data that was potentially illuminating in understanding what appears to work in preventing or tackling HB&T bullying.

It was not possible within the time and resources available to track individual school staff or participants taking part in each initiative activity from baseline to follow-up. This means that baseline and follow-up measures are aggregated for respondents rather than at the individual level. This approach limits the extent to which we can confidently attribute change to the initiative activities as we cannot guarantee that the same people took part at baseline and follow-up. As such, we have not applied significance tests.

The pupil data is more reliable than teacher data because in most cases the follow-up pupil surveys were conducted with the same group of pupils (on the same day or soon after) or with the same group of pupils three to four months later in whole school approaches. Nevertheless, there was still some attrition. Teacher surveys tended to have higher rates of attrition between baseline and follow up, although more so for some initiatives than others. Survey findings should therefore be treated as indicative rather and have been caveated accordingly.

Analysis

All survey data was cleaned and datasets constructed for analysis using Stata syntax. Frequencies and percentages of respondents at baseline and follow-up were run using SPSS. As discussed, these descriptive statistics were analysed at a group level.

2.4 Qualitative case studies

The case studies were designed to reflect the range of key activities, target populations and scope of work undertaken by each initiative. An overview of the approach to the case studies can be found in Appendix G, which includes a detailed case study for each initiative showing the methods used and specific recipients we aimed to observe or speak to. Each case study included one or more of the following encounters (discussed further below):

- Review of initiative materials and resources;
- Observation of teaching, training or events;

- Telephone or face-to-face interviews and/or small focus groups with recipients of the initiatives lasting between 20 and 60 minutes.

In total there were: 65 interviews or focus groups, involving 59 school staff/teachers, 11 initiative staff and 30 pupils/young people; and 14 observations of events and/or training with pupils/young people or teaching and non-teaching staff.

Table 2.3 Summary of programme evaluation fieldwork

| Initiative | Review of resources | Baseline and follow-up survey | | Interviews | | Small focus groups | | Observations | |
|-------------------|------------------------------|---|---|---|--|---|--|---|-------------------------|
| | | Pupils | School staff | Pupils | School staff | Pupils | School staff | Pupils | School staff |
| AFT | N/A | Peer Guides in 10 of 18 schools; one class of exhibition participants from 10 of 18 schools | N/A | N/A | N/A | 2 Peer Guides; 2 workshop participants; 1 Ambassadors group | N/A | 2 exhibitions; 2 workshops; 1 Ambassador training session | N/A |
| Barnardo's | Review of training resources | Pupils in two lead schools | Teachers who received Barnardo's Safe Zone training | 2 pupils receiving one-to-one support from Barnardo's workers | 3 SLT members from 2 lead schools 1 school staff who received EACH's Reach training resources 1 school staff who received Barnardo's Safe Zone training 2 paired interviews with project workers who delivered whole school and pupils support 2 governors who received Barnardo's Safe Zone identity training | 2 groups with pupils involved in LGB&T allies groups A paired interview with pupils who had received support from Barnardo's workers | 1 with school staff who received Barnardo's delivery of EACH's Reach training resources 1 with school staff who received Barnardo's Safe Zone identity training | Not possible to observe | Not possible to observe |

Table 2.3 Summary of programme evaluation fieldwork

| Initiative | Review of resources | Baseline and follow-up survey | | Interviews | | Small focus groups | | Observations | |
|----------------|--|--|--|------------|--|--------------------|---|--------------|--------------------------------------|
| | | Pupils | School staff | Pupils | School staff | Pupils | School staff | Pupils | School staff |
| DRM | Review of e-learning materials and face-to-face training materials | N/A | School staff who attended training events between October 2015 and January 2016 School staff who participated in online training between December 2015 and April 2016 | N/A | 1 school staff member who received face-to-face teacher training 1 school staff member who received online training | N/A | 1 group of school staff who received teacher training | N/A | 1 school staff training event |
| EACH | Review of training materials and the suite of resources | N/A | Teachers who attended 2 training events | N/A | 4 school staff who received teacher training 4 SLT members who received bespoke consultancy | N/A | N/A | N/A | 2 teacher training events |
| E&C | Review of whole school training materials | All pupils from 60 participating schools | All school staff from 60 participating schools | N/A | 5 school staff leading as ECCOs 3 school staff who received whole school training | N/A | 1 with school who received E&C whole school training | N/A | 2 whole school staff training events |
| NCB | Review of face-to-face and e-learning training materials | N/A | School staff who attended 12 events of 40 face-to-face training events within the timeframe for | N/A | 4 school staff who received teacher training 1 trainer who delivered teacher training 1 participant | N/A | N/A | N/A | 1 teacher training event |

Table 2.3 Summary of programme evaluation fieldwork

| Initiative | Review of resources | Baseline and follow-up survey | | Interviews | | Small focus groups | | Observations | |
|------------------|------------------------------|---|--|------------|--|---|--------------|--|-------------------------------|
| | | Pupils | School staff | Pupils | School staff | Pupils | School staff | Pupils | School staff |
| | | | the evaluation. | | who received online training | | | | |
| SRtRC | Review of materials and DVD | All young people from 12 of the 20 educational events | School staff who attended 2 of 4 teacher conferences | N/A | 7 school staff who attended a teacher conference | 2 groups with pupils who attended educational events at football club | N/A | 2 educational events at football clubs | 1 teacher conference |
| Stonewall | Review of training materials | N/A | Partners and school staff participating in training courses between October to December 2015 | N/A | 6 trainers who delivered teacher training 5 school staff who received teacher training 1 school staff member who received training from a Stonewall Ambassador | N/A | N/A | N/A | 1 training event for teachers |

Review of initiative materials and resources

Initiative training materials and resources were reviewed in order to inform qualitative data collection. Types of resources and materials included presentations, lesson plans, DVDs, good practice guides and training manuals to support partners in delivery.

Observations

Observations were conducted with staff and pupils who were recipients of initiative training in a variety of settings, including in school assemblies and classrooms, training events, conferences and workshops. They were conducted using an observation framework to capture researcher observations and reflections (e.g. format and content of delivery, interactions between participants and levels of engagement) and written up as field notes. They were then used to examine fidelity to the delivery model (captured through logic models), inform interview discussions and analysed alongside interview and focus group data.

Interviews and focus groups with recipients

Depth interviews and small focus group discussions (3-6 participants) gathered a wide range of experiences from different initiative recipients, as well as the opportunity to explore the 'fit' of initiative logic models to activities and outcomes.

The types of recipients selected to take part reflected the different initiative activities and included: trainers delivering events, teaching and non-teaching staff from participating schools, members of schools' SLT, governors, and a sub-sample of pupils from participating schools. Samples were selected to achieve a range of characteristics where possible. For school staff, this meant a range of schools, locations, roles, lengths of service, gender and ethnicity. For pupils, this meant trying to capture a range of schools and year groups. Some initiatives specifically targeted under-served regions or pupils who may be less receptive to the acceptance of homosexuality, bisexuality and transgender for a variety of reasons.

The initiatives and their evaluation teams were key to recruitment. As with the surveys, the recruitment process ensured participant consent was informed and given voluntarily. Recruitment of participants was monitored in order to achieve a range of characteristics.

Topic guides were designed for the interviews and focus groups. They allowed consistent coverage across researchers and between interviews/focus groups according to broad topic headings, while enabling sufficient flexibility to respond to additional topics raised by individual participants. The broad topics covered included:

- Experiences of the given activity;
- Views on whether the initiative's activities had or would make a difference to them, particularly in relation to whether it would allow them to prevent or tackle HB&T bullying;
- The reasons why the initiative's activities had or had not made a difference to them in terms of their ability to prevent or tackle HB&T bullying.

2.5 Strengths and limitations

The realist and pragmatic approach used by the study had a number key strengths and, as with any social research, limitations. These are outlined in Figure 2:3 below.

Figure 2.3 Summary of strengths and limitations of the evaluation

| Strengths | Limitations |
|---|---|
| <ul style="list-style-type: none"> • Comprehensive coverage. Evaluation covered all eight initiatives and their key activities • Collaborative working. Where possible, the programme evaluation worked together with initiatives and their evaluators to reduce the burden on participants • Evaluation used initiatives' own logic for activities as a starting point. Evaluation helped to uncover the logic underlying initiatives' approaches and evaluated activities on these terms • Understanding of <u>what</u> was perceived to works or not work, particularly from the perspective of recipients • Insight into <u>why</u> an activity was perceived to works/ not work through an understanding of the factors internal and external to activities that were believed to support or hinder change • Useful insights and directions for future practice and policy development through an understanding of what was regarded as working or not working, promising new developments and identified gaps | <ul style="list-style-type: none"> • Nature of the baseline and follow-up surveys meant they could not <i>measure</i> impact because it is not possible to control for other factors which might be affecting outcomes. • Analysis at baseline and follow-up is for the percentage of recipients that agreed/ disagreed with a statement. It was not possible to track individual recipients because of burden to initiatives and schools. • Timing: <ul style="list-style-type: none"> • The programme evaluation was not able to capture the perceived impact of all initiative activities as some had begun before and continued after the evaluation • Survey data was only able to capture short-term and intermediate changes, as longer-term changes are likely to take longer than a year (the duration of the programme evaluation to 'bed' in) • Short qualitative data collection encounters due to participant group e.g. pupils. The need for shorter than usual qualitative interviews affected the depth of information that could be collected • School recruitment. Where schools had agreed to a high level of activity and evaluation by initiatives, this made it challenging for the programme evaluation to recruit participants, despite the support and help provided by initiatives • Survey sample attrition. A high degree of attrition between baseline and follow-up surveys limited what a proportion of the survey data was able to say |

Section A: School and Staff Approaches

A key part of the programme focused on activities with school staff and teachers. This section, comprising Chapters 3-5, focuses on activities targeting three key areas:

- **School policy development:** work with governors and members of SLT to raise, or reaffirm, the importance of tackling HB&T bullying, and review of policies, procedures and curricula to make them more inclusive and effective. This was carried out either specifically as part of a whole school approach or through training aimed at promoting policy review and development. The evaluation draws on survey data from initiatives that included policy development as part of their approach; and one qualitative case study which explored responses to training, benchmarking and consultation, discussed in Chapter 3.
- **Improving staff awareness and knowledge of issues related to HB&T bullying:** training aimed at raising awareness and understanding of the issues and so securing greater commitment and confidence in responding to the issues.
- **Improving staff capacity, competence and confidence:** training aimed at signposting resources and building the skills and abilities necessary to prevent and tackle HB&T bullying in more proactive ways.

Although awareness, understanding and the capacity to address HB&T bullying are closely related to helping to improve confidence, we have separated confidence related to *understanding and awareness* in Chapter 4 from confidence around *capacity to deliver learning, teaching and support* in Chapter 5. This is because although the desired outcome is the same, the mechanisms of achieving this vary depending on whether the focus is on awareness/understanding (i.e. improved knowledge) or capacity (i.e. the provision of resources, skills and strategies to tackle HB&T bullying in practical ways).

3 School Policy Development

3.1 Introduction

NatCen's previous review of research evidence revealed that strategic leadership within a school and development of relevant anti-bullying reporting policies and procedures were seen as important in tackling HB&T bullying³¹. The review also found perceptions among anti-HB&T bullying trainers and teachers that this was best achieved through a whole school approach as part of a package of training for school staff, and education and support for pupils.

This chapter reports on the activities undertaken by initiatives aimed at school policy development in order to prevent and tackle HB&T bullying in schools. It looks at attempts to try to improve policies through training governors and SLTs, benchmarking and consultation related to school policies, improvements in the reporting and monitoring of bullying and the development of inclusive curricula. It also looks at these activities in terms of whether they were better achieved as stand-alone training activities or as part of a wider whole school approach.

3.2 Approaches to school policy development

Barnardo's, EACH and E&C explicitly included school policy review and development as part of their approach. Other initiatives (DRM and Stonewall) raised school policy development as part of the training of school staff (including school governors and SLT members) that they provided.

There were two broad approaches to school policy development:

- Training of governors and the SLT in order to shape the vision and ethos of the school;
- Benchmarking and consultation, which included reviewing existing policies and procedures; improvements in the reporting and monitoring of bullying; suggested developments in school curriculum and everyday life to increase LGB&T visibility and creating a more diversity-friendly environment.

These are discussed further in Table 3:1 below.

³¹ Mitchell, M., Gray, M. and Beninger, K. (2014) *ibid.*

| Table 3.1 School policy development | | |
|---|--|--|
| Type of activity | Features and variation | Initiatives |
| Training for governors and SLT members aimed at gaining their support and shaping policies | <ul style="list-style-type: none"> • Training was specifically for governors (Barnardo's) or SLT and governors sat in on training for other staff (E&C and EACH) or took part in training aimed at staff more widely (EACH and DRM). • Across the initiatives specified, training included: <ul style="list-style-type: none"> ○ Statutory and regulatory obligations to safeguard LGB&T pupils that could be used to tackle HB&T bullying; ○ Statistical evidence of the harmful effects of such bullying backed up by personal or video accounts; ○ Suggestions about ways in which the curriculum could be more LGB&T inclusive as a way of trying to prevent HB&T bullying and improve reporting. | <p>Barnardo's and E&C</p> <p>EACH and DRM (in school training)</p> |
| Bench-marking, consultation and accreditation | <ul style="list-style-type: none"> • Benchmarking: both Barnardo's and EACH used surveys to benchmark the level of knowledge staff and pupils had about HB&T and LGB&T issues. • Consultation: follow-up discussion was used with key school staff to develop bespoke training and change policy. The consultation also identified what schools needed to do to achieve accreditation (if they wanted it) and the skills, resources and learning needed to achieve it. • Accreditation: schools could work towards standards set by initiatives to demonstrate their ability to tackle HB&T bullying and to provide an LGB&T inclusive environment. E&C supplied schools with standards in the five core areas of their Best Practice document, which schools received at the outset. Although EACH did not have a formal accreditation scheme under the programme, school staff could receive Continuing Professional Development (CPD) accreditation for participating in training events. | Barnardo's and EACH |
| | <p>Review of bullying policies:</p> <ul style="list-style-type: none"> • E&C trained a coordinator in each participating school (an ECCO). Their training included support for the ECCO to develop and update their bullying policy to include HB&T bullying. • Barnardo's and E&C helped school staff to review and amend their anti-bullying policies. They checked with staff whether their policies covered HB&T bullying and explored what information needed to be added (alongside this, E&C also helped to update SRE, Equal Opportunities, Inclusion and Uniform policies). • Other initiatives such as DRM and Stonewall included the importance of policy review in their training but did not necessarily go through policies with school staff in person. • NCB also asked school staff attending their training to consider whether they could make a change in policy (or personally). | <p>Barnardo's and E&C</p> <p>DRM, EACH and Stonewall during training</p> <p>NCB as a consideration during and after training</p> |

| Table 3.1 School policy development | | |
|-------------------------------------|---|---|
| Type of activity | Features and variation | Initiatives |
| | <p>Improvements in reporting and monitoring procedures:</p> <ul style="list-style-type: none"> • Clarification of different definitions and types of HB&T bullying. For example, that HB&T language could also be included as bullying and that all types of incidents should be recorded by staff. • Providing a flow diagram for dealing with incidents, including scenarios of HB&T bullying and ways to deal with them, how information should be recorded, and what types of actions could be taken. • A requirement for precise and relevant details to be used about the form of HB&T bullying or abusive language. For instance, what happened, what words were used, which pupils were involved, what action was taken and whether parents were involved. • Awareness-raising about the new reporting and monitoring procedure among teachers and pupils (e.g. at assemblies); meetings with governors and members of SLTs for Barnardo's; and staff meetings for E&C. • Shift in emphasis from <i>reaction</i> to <i>prevention</i> of HB&T bullying. | Barnardo's, E&C and EACH |
| | <p>Development of LGB&T inclusive curriculum, with visible role models and a diversity-friendly ethos in the school and community:</p> <ul style="list-style-type: none"> • Training for governors and the SLT that provided age-appropriate examples of teaching resources. • Training for staff acting as a link with the initiative and coordinating activities in the school, which included suggestions about ways in which the curriculum could be more LGB&T inclusive. The aim was to teach pupils about LGB&T people and their experiences in ways that made it part of everyday experience (i.e. 'usualised' it), therefore reducing bullying because LGB&T people no longer seemed unusual. Barnardo's and E&C did this within a whole school approach. Other initiatives such as DRM, EACH and Stonewall provided resources during training that school staff could use themselves³². • NCB provided information resources specific to the development of SRE curricula. | <p>Barnardo's EACH and E&C</p> <p>DRM and Stonewall through school staff training</p> |

3.3 Perceived effects of programme on school policy development

Evidence of direct effects of changes to policy and curricula on HB&T bullying were difficult to discern. This was partly because they tended to happen as part of consultation activities with senior staff, thereby possibly limiting their impact on staff more widely; and partly because actual impacts on reporting of HB&T bullying, and subsequent reduction in bullying, were likely to be realised beyond the timeframe of this evaluation. Survey

³² Resources provided by EACH were created by both the Anti Bullying Alliance and EACH.

data was not collected in relation to school policy development because it was not possible to accurately target the staff involved in shaping anti-bullying policy at the start of the evaluation. Instead we purposively selected a diverse range of staff involved in these activities for interview as initiative work progressed. Interviewees included school governors, Head Teachers or Principals, Deputy Heads, staff involved in student support, PSHE leads and teaching staff being trained as ECCOs. School staff said that they and other staff were more willing and able to recognise and report HB&T bullying as a result of school policy development. Key impacts perceived by staff included:

Shaping school anti-bullying policy

- Greater commitment to change policy to prevent and tackle HB&T bullying among governors and SLTs.

Changes to policies and curricula (discussed in detail below)

- More preventative and inclusive anti-bullying policies;
- More practical and actionable reporting of HB&T bullying;
- Wider coverage of LGB&T people and issues throughout the curriculum.

Greater commitment to prevent and tackle HB&T bullying

While some governors and SLT members were already committed to tackling HB&T bullying in their school, the training significantly changed the mind-set of others. For example, one governor described the way in which the demonstration of the potential harmful effects of HB&T bullying on pupils made her question whether there was sufficient provision to prevent it at her school. She felt more committed to taking action on the issue following the training. Another governor reported that others at his training had initially questioned whether discussing HB&T bullying was age-appropriate in primary schools. He said that a delegate who had queried this left the training asking what more he could do to help on the issue. The statistics and personal accounts used in the training were said to be particularly powerful in demonstrating the consequences of not taking action.

3.3.1 Changes to policies and curricula

More preventative and inclusive anti-bullying policies

A range of participants reported that the focus of their policies had changed from reacting to trying to prevent HB&T bullying. A Head of Year said that, following their initiative's review of their anti-bullying policy, the policy now included that staff should report the use of HB&T language as a form of bullying. By doing this it was thought they could prevent 'more serious' bullying by challenging 'less serious' use of HB&T language earlier. The same Head of Year reported that his school's anti-bullying policy had been amended to include biphobic and transphobic bullying. These changes had been conveyed to staff and pupils through assemblies or other class discussions.

More practical and actionable reporting and monitoring of HB&T bullying

Participants interviewed in relation to school policy development said that their initiatives suggested ways to make their anti-bullying and reporting policies more practical and actionable. Three factors emerged as important:

- **Provision of scenarios and scripts:** a Vice Principal reported that their anti-bullying policy now included likely scenarios of HB&T bullying and suggested scripts about how to deal with each scenario, based on ideas provided by their initiatives. It also included a flow diagram of actions that should be taken. She thought that this helped her staff recognise incidents and deal with them correctly.
- **Requirement of relevant and precise detail:** a Head Teacher described how her initiative suggested that staff should record more precise detail about the type of HB&T bullying. This might include, for instance, the exact words used so that this could be addressed in classes. The name of the pupil being bullied or bullying should also be included in case a pattern was developing. Participants welcomed such suggestions because it helped them to identify the seriousness of an incident and when parents should be involved.
- **Commitment to raising awareness of the new policy and procedures:** school staff who went through the policy review process also welcomed suggestions about how to raise awareness of the changes made to policies and procedures among teachers and pupils. Senior staff responsible for student support or PSHE noted that their schools had used assemblies to encourage reporting of HB&T bullying among pupils and staff in line with their new policies, while recognising the importance of following up and discussing such communication in lessons.

There was some (limited³³) survey evidence that reporting of bullying and awareness of it had improved under EACH. For instance, Table 3:2 shows that the percentage of people who reported understanding how to deal with HB&T bullying at their school increased from 53 percent who agreed or strongly agreed before the activity to 87 percent afterwards (a 34 percentage point increase). Notably, there was an increase of 3 percentage points at follow-up of respondents who strongly disagreed that they understood how to deal with homophobic and biphobic bullying. This might be because they felt they needed to know more following initiative activity, although the data cannot confirm this.

| Table 3.2 "I understand how to deal with homophobic or biphobic bullying at my school" | | | |
|--|------------------|-------------------------|-----|
| Baseline data | | Follow-up data | |
| Strongly disagree | - | Strongly disagree | 3% |
| Disagree | 4% | Disagree | - |
| Neither agree/ disagree | 42% | Neither agree/ disagree | 10% |
| Agree | 47% | Agree | 70% |
| Strongly agree | 6% | Strongly agree | 17% |
| No answer | 2% | No answer | - |
| Base | 53 ³⁴ | Base | 30 |

- Includes data from EACH only.
- There were 57% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending two training events.
- Follow-up data was collected 6 weeks after the training.
- Further details on the collection of survey data are shown in Appendix E.

³³ See information below Table 3:2.

³⁴ Percentages have been rounded to the nearest whole number throughout the tables.

Table 3:3 shows a similar pattern in relation to understanding how to deal with transphobic bullying, although the improvement is smaller by ten percentage points. The same caveats apply as in the table above.

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 2% | Strongly disagree | - |
| Disagree | 17% | Disagree | - |
| Neither agree/ disagree | 38% | Neither agree/ disagree | 33% |
| Agree | 38% | Agree | 53% |
| Strongly agree | 4% | Strongly agree | 13% |
| No answer selected | 2% | No answer selected | - |
| Base | 53 | Base | 30 |

- Includes data from EACH only.
- There were 57% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending two training events.
- Follow-up data was collected 6 weeks after the training.
- Further details on the collection of survey data are shown in Appendix E.

Wider coverage of LGB&T people and issues in the curriculum

Another way in which initiatives helped change policy to try to reduce HB&T bullying was by encouraging a more LGB&T inclusive curriculum. Evidence from both the teacher survey and the qualitative case studies suggested changes had been made to improve the inclusivity and visibility of LGB&T people in everyday teaching and school life.

One potential marker of curriculum change from the survey data was whether there were visible LGB&T role models at a school. Data from Barnardo's and E&C suggested that teachers believed that they were beginning to see greater visibility but felt that further work was needed. For example, Table 3:4 shows a 10 percentage point increase in school staff respondents who agreed or strongly agreed that there were visible LGB role models at their school. However, a minority of the sample (40 percent) still disagreed or strongly disagreed with this statement.

Table 3.4 “There are visible lesbian, gay and bisexual role models at my school”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 9% | Strongly disagree | 9% |
| Disagree | 32% | Disagree | 31% |
| Neither agree/ disagree | 33% | Neither agree/ disagree | 25% |
| Agree | 44% | Agree | 53% |
| Strongly agree | 7% | Strongly agree | 8% |
| No answer | 1% | No answer | - |
| Base | 311 | Base | 153 |

- Includes data for Barnardo’s and E&C. The combined percentage of follow-up responses compared to baseline was 49.2%
- Barnardo’s achieved 22% of responses at follow-up compared to baseline; E&C achieved 175%³⁵.
- Follow-up data was collected 4-6 weeks later for Barnardo’s and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

The position for the follow-up survey was worse for transgender role models. Table 3:5 shows only a 1 percentage point increase in visibility of transgender role models from baseline to follow-up; 69% of relevant staff at follow-up still disagreed and strongly disagreed with the statement, ‘there are visible transgender role models at my school’.

Table 3.5 “There are visible transgender role models at my school”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 27% | Strongly disagree | 27% |
| Disagree | 38% | Disagree | 42% |
| Neither agree/ disagree | 23% | Neither agree/ disagree | 20% |
| Agree | 8% | Agree | 8% |
| Strongly agree | 1% | Strongly agree | 2% |
| No answer | 1% | No answer | - |
| Base | 312 | Base | 153 |

- Includes data for Barnardo’s and E&C. The combined percentage of follow-up responses compared to baseline was 49%.
- Barnardo’s achieved 22% of responses at follow-up compared to baseline; E&C achieved 175%³⁶.
- Follow-up data was collected 4-6 weeks later for Barnardo’s and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

The evidence overall on making the school environment more LGB&T inclusive suggested that there are some positive impacts resulting from changes to the curriculum but this may take time to filter through to teaching and to the wider school environment. It also suggests that more needs to be done to include LGB, and especially transgender, role models in curricula and resources. While it might be difficult to provide such role

³⁵ See Section 2.3.

³⁶ See previous footnote.

models in school (because school staff and other visitors may not want to come out, and/or because of the relative numbers of transgender people in schools), some initiatives did suggest role models could be based on historical figures or other eminent people.

3.4 Mechanisms underpinning changes in policies and practices

From a ‘realist’ perspective, it is not necessarily what activities the initiatives carry out that can lead to change but the response of staff to the initiatives. We refer to these responses as ‘mechanisms’. There were four main mechanisms that helped achieve positive change:

- **Changed mind-sets** through training for governors and SLT members that tackling HB&T bullying was important;
- **Trust** built up through contact between schools and initiatives that meant initiative staff were increasingly used as a resource;
- **Receptiveness** to policy and curriculum changes through benchmarking that achieved a tailored approach to changes;
- **Practical clarity** in the policy and curriculum changes suggested, which made them easier to implement.

Evidence of these mechanisms was mostly apparent at interview in relation to the whole school approaches used by Barnardo’s and E&C. However, changed mind-sets found among senior staff were also found in interviews discussing the one-off training provided by DRM and Stonewall. NCB also contributed to changed mind-sets, although their work did not specifically focus on these issues in terms of school policy development. The mechanisms in relation to school policy development are summarised in Table 3:6.

| Response | Aspects of training, review or consultancy that elicited response |
|--|---|
| Changed mind-sets that HB&T bullying are important issues | <ul style="list-style-type: none"> • Training for governors and senior staff: where governors, SLT members and more junior teaching staff had not been convinced of the importance of preventing and tackling HB&T bullying before their training, they reported being more convinced afterwards. Aspects of the training that were considered particularly convincing were: <ul style="list-style-type: none"> ○ Facts and figures about the level of HB&T bullying and its harmful effects; ○ Accounts from LGB or T pupils about the effects of HB&T bullying on them (in person/by video); ○ Meeting other governors and Head Teachers committed to tackling HB&T bullying in their schools and hearing their different ‘insights’. • Training where both school staff and governors attended: junior staff who had attended training alongside governors or SLT members described how the presence of senior staff suggested they were ‘on board’ with attempts to tackle HB&T bullying at their school/s. The involvement of senior staff also suggested that it was acceptable for them to challenge HB&T bullying at their schools. Conversely, where SLT members missed training, this was felt to convey a lack of support. This pattern was found across different initiatives. |

| Table 3.6 Mechanisms underlying change in school policy development | |
|--|--|
| Response | Aspects of training, review or consultancy that elicited response |
| Trust and familiarity gained through contact with initiative staff | <p>Trust was gained through regular contact and familiarity with initiative staff. Four factors were felt to influence this:</p> <ul style="list-style-type: none"> • Existing relationships with schools: perhaps unsurprisingly, interviewees believed trust was more easily established where there was an existing relationship between the initiative and the school. • Location and regularity of contact: regular attendance by the initiative staff in schools and face-to-face contact with school staff helped build trust and was welcomed by school staff. This tended to be easier where initiatives such as Barnardo's and EACH were extensively working with fewer schools in fairly defined areas, such as a cluster of schools, or at a county level³⁷. Contact of this kind was less possible where initiatives were providing training to a large number of schools. Regular online contact was valued too e.g. E&C set up a closed Facebook page where lead teachers could go for support and to share ideas and news. • Face-to-face contact through consultancy: this type of contact for school staff and governors reportedly helped establish initiative workers as 'knowledgeable' and 'sensible' people who could offer 'practical' advice. Some interviewees said that they found remote consultation (e.g. by email) difficult by comparison. • Awareness of initiative staff within a school as a resource: as school staff became aware of initiative staff at their school, they increasingly used them as an 'expert' resource. This was particularly the case for schools working with Barnardo's. The visibility of the initiative staff in the school was regarded by some teaching and support staff as validation that they could challenge anti-LGB&T attitudes and behaviours. The presence of the workers signalled a commitment by the SLT to deal with HB&T bullying. |
| Receptiveness to changes in policy through benchmarking and a bespoke approach | <p>Tailored or bespoke approaches: the interview data indicated that a range of school staff were less receptive to changes in school policies underpinned by a 'one size fits all' approach. Reactions were more positive when they were perceived to be tailored to the needs of the SLT, teachers and pupils at a school. This was achieved by Barnardo's and EACH as part of their benchmarking surveys with pupils and staff and through direct consultancy with senior staff. Several key issues arose:</p> <ul style="list-style-type: none"> • Acknowledging existing work: review and consultancy was least well received where school staff felt it did not take into account existing good work at a school on HB and/or T bullying. For instance, minor wording changes to already well-developed homophobic bullying policies were sometimes seen as trivial and as not achieving much that the school could not have achieved by itself. A Head Teacher from another school said that he felt that the worst aspects of HB&T bullying had already been dealt with at his school. Instead, he wanted the initiative to focus on lower level use of HB&T language as a way of preventing HB&T bullying arising in the first place. • Benchmarking: staff reported that policy review and consultancy processes were most appreciated when they were based on a benchmarking survey. • Bespoke offer: reviews and consultations that looked at what an initiative could offer to address the specific needs of teachers and pupils at the school were more highly regarded. |

³⁷ EACH also ran one-off training events, attended by schools from different regions.

| Table 3.6 Mechanisms underlying change in school policy development | |
|---|--|
| Response | Aspects of training, review or consultancy that elicited response |
| | <ul style="list-style-type: none"> • Expertise: initiative insight tended to be better received where school staff had less well-developed policies and knowledge to tackle HB&T bullying. Some teaching staff welcomed the idea of having external experts help them review policies and curricula rather than conducting self-assessment following training. They felt that initiative staff were able to see problems with their policies and teaching that they were not aware of, while also making contextualised changes. |
| Practicality and clarity | <p>School staff in a range of roles who received consultancy described that this worked best where review of their policies and practices resulted in the following:</p> <ul style="list-style-type: none"> • Clarity of definition: a clearer and agreed definition of HB&T bullying in the school policy was felt to make the identification of such bullying more likely. They felt that they and other staff would also become more aware of the information to include when recording an incident. This would also be true of the type of action(s) to be taken for different levels of bullying. • Practical resources such as ‘scripts’ of ways to challenge different types of HB&T bullying; the type of information to record; and different pathways for taking action. • Application: a practical and actionable policy meant that staff would find it easier to implement. Increased staff commitment to a policy was evident where it was seen by teaching staff as workable in a real life school setting. • Accreditation: the idea that schools could be accredited against clear standards of anti-HB&T policies and LGB&T inclusive curricula was welcomed by staff interviewed because it was thought to give schools a practical standard to work towards. This was either through accreditation with their initiative, such as E&C, or through another recognised initiative’s scheme such as Stonewall’s Gold, Silver and Bronze medals. • Making parents aware of changes in policy and curricula: one initiative coordinator said their school had told parents about their strategy as part of a ‘Rainbow day’³⁸. They also shared information about resources they planned to use. Another teacher in the same role said they shared information with parents through a newsletter. They thought it was important to be clear with parents about the changes they were making to the curriculum and why. |

3.5 Whole school approaches to policy development

A key question for the programme was whether preventing and challenging HB&T bullying was better achieved through a whole school approach or by more stand-alone activities. This section considers when the perceived effects and mechanisms discussed above were better achieved through a whole school approach. While the survey and qualitative evidence gathered was not conclusive in this respect, they did provide some useful insights about where resources might be targeted if a whole school approach was desirable.

³⁸ The rainbow flag is used in LGB&T politics and commercial organisations as a symbol of support for LGB&T diversity, inclusiveness and acceptance.

3.5.1 Perceived effectiveness of whole school approaches to policy development

As discussed above, Barnardo's, EACH and E&C used a whole school approach, which incorporated school policy development as part of wider and more intensive work with teachers and pupils in the schools. DRM and NCB provided training for a variety of school staff, and Stonewall trained partner organisations and school staff, to promote whole school type policies in their schools. Two factors appeared to underpin whether a whole school approach was effective:

- **Whether governors and SLT were convinced about the need to change policies and curriculum:** some staff receiving training from DRM and Stonewall said they had already implemented changes in their school policies. In other cases, however, staff said they planned to do so but had not yet done so because they did not have the time and resources necessary from their SLT.
- **How well developed existing policies were already:** the qualitative findings discussed above suggest that responses to whole school input depended on how well developed the school's anti-HB&T bullying policies were already. Whole school input tended to be most valued where there was greatest need for help and support to develop policies.

3.5.2 Awareness of policy changes and implementation

Another issue relating to the perceived effectiveness of policy development work was whether teaching staff beyond senior staff or those directly involved in an initiative were aware of the policy changes. Survey evidence, for the two initiatives where there was data that met the reliability threshold (EACH and E&C), suggested that staff were aware of a whole school approach at their schools (which included policy development).

Table 3:7 shows that the number of staff agreeing or strongly agreeing that they were 'aware of a strategy at my school to tackle homophobic and biphobic bullying across the whole school', increased by 10 percentage points from baseline to follow-up. The follow-up data for both initiatives was gathered 8-10 weeks after the baseline.

| Table 3.7 "I am aware of a strategy at my school to tackle homophobic and biphobic bullying across the whole school" | | | |
|--|-----|-------------------------|-----|
| Baseline data | | Follow-up data | |
| Strongly disagree | 1% | Strongly disagree | - |
| Disagree | 17% | Disagree | 7% |
| Neither agree/ disagree | 24% | Neither agree/ disagree | 17% |
| Agree | 44% | Agree | 51% |
| Strongly agree | 12% | Strongly agree | 25% |
| No answer | 2% | No answer | - |
| Base | 106 | Base | 123 |

- Includes data for EACH and E&C. The combined percentage of follow-up responses compared to baseline was 116%.
- EACH achieved 48% of responses at follow-up compared to baseline; E&C achieved 181%³⁹.
- Follow-up data was collected 6 weeks later for EACH and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

Table 3:8 indicates that the number of staff agreeing or strongly agreeing that they were 'aware of a strategy at my school to tackle transphobic bullying across the whole school', increased by 27 percentage points from baseline to follow-up.

| Table 3.8 "I am aware of a strategy at my school to tackle transphobic bullying across the whole school" | | | |
|--|-----|-------------------------|-----|
| Baseline data | | Follow-up data | |
| Disagree | 27% | Disagree | 8% |
| Neither agree/ disagree | 27% | Neither agree/ disagree | 22% |
| Agree | 31% | Agree | 45% |
| Strongly agree | 12% | Strongly agree | 25% |
| No answer | 2% | No answer | - |
| Base | 106 | Base | 121 |

- Includes data for EACH and E&C. The combined percentage of follow-up responses compared to baseline was 114%.
- EACH achieved 48% of responses at follow-up compared to baseline; E&C achieved 177%⁴⁰.
- Follow-up data was collected 6 weeks later for EACH and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

This suggests that the whole school work done by EACH and E&C appeared to raise awareness of strategies to tackle HB&T bullying in the schools to a similar level, with awareness of policies and strategies to tackle transphobic bullying among staff being raised in particular. Key to achieving this was the additional support and insight that initiative staff were able to provide where schools had undertaken limited work to tackle HB&T bullying to date.

³⁹ See above.

⁴⁰ See above.

3.6 External factors

There were also contextual factors external to reviews, consultancy and policy development within the programme that either supported or hindered the ability of school staff to translate what they had learned into practice. These fell into five areas:

- **Influence of prior work on LGB&T issues within the school:** this was linked to initiatives' understanding of the level of prior work at the school. Where an initiative had worked with a school before, school staff said this made building up trust in changing policies and curricula easier. Existing relationships and progress with tackling and/or preventing HB&T bullying, however, could also mean that school staff perceived there was little work for initiative staff to do, which sometimes affected their receptiveness to it.
- **Realising changes within the timeframe for the programme:** programme timing not fitting with the school year and curriculum planning made implementation of curriculum difficult for schools and initiatives. As such, some staff thought it was too early for impacts from changes in policies, procedures or curriculum to be seen.
- **Representation of LGB&T parents and people as governors:** one governor questioned whether LGB&T parents and people were sufficiently encouraged to become governors. He felt that better representation in this respect would raise the profile of HB&T bullying and language in schools.
- **Staff turnover in some schools:** in one school all of the staff involved with the initiative at the start had left, which meant those remaining did not fully understand the purpose of the initiative and aspects of their work.
- **Time for PSHE within the school curriculum:** pastoral and teaching staff who took part in the case study interviews said that the overcrowding of the PSHE curriculum made it difficult to get HB&T bullying on the agenda. It was also felt that PSHE teaching was not valued enough within the curriculum as a whole and that greater priority would make it easier to include issues such as HB&T bullying. Further to this, there was a view that LGB&T inclusive teaching should not be limited to PSHE classes.

3.7 Summary of key learning

School policy development activities included:

- **Training for school governors and SLT members** aimed at gaining support and commitment for changes in policies and curricula;
- **Benchmarking, consultation and accreditation** to establish school knowledge and needs in relation to policy, training and curriculum development and to provide a standard to work towards;
- **Reviews of anti-bullying policies** to ensure they were up-to-date and in line with good practice;
- **Improvements to reporting and monitoring** through clearer and more actionable policies;
- **Development of school curriculum** to promote greater LGB&T visibility and a safer space for pupils.

Impacts

- **Reported impacts at this stage focused on gaining support to change policies and curricula**, although there was also some work to raise awareness of changes among teachers and pupils. Key intermediate impacts included:

- Greater commitment among governors and SLTs that work to address HB&T bullying is necessary;
- A more preventative approach to HB&T bullying through changes to the wording and detail of policies. For example, a focus on use of HB&T language as well as direct bullying, and broadening anti-bullying policy to include reference to biphobic and transphobic bullying;
- Clearer, more practical and actionable reporting and monitoring. For example, clearer and broader definitions of HB&T bullying, inclusions of scenarios and scripts to challenge such bullying, flow diagrams of actions, and clarity about the information to record;
- Wider and more everyday inclusion of LGB&T people in curricula to prevent homophobia, biphobia and transphobia developing in the first place, with some minor improvements in the visibility of LGB&T people.

Mechanisms underlying these impacts were:

- **Changed mind-sets among governors:** governors and SLTs acknowledged that HB&T bullying was an issue because of training they received. Influential learning included facts and personal accounts demonstrating harm to pupils and increased awareness of legal, regulatory and safeguarding reasons to prioritise the work;
- **Trust between initiatives and the schools** established through face-to-face contact and familiarity with staff. Within a whole school approach this helped establish that initiative staff were knowledgeable, sensible and practical in their approaches;
- **Receptiveness to changes through benchmarking, which in turn led to a bespoke approach:** using teacher and pupil surveys to establish the nature and extent of need improved receptiveness to changes in policy, reporting and curricula;
- **Practical clarity:** better indications of the nature of HB&T bullying, examples of how to deal with it, how to record it and what action to take, which made reporting easier and potentially more effective.

External factors impacted on the initiatives' and the wider programme's work:

- **A 'one size fits all' approach** was not welcome where schools already had well developed anti-bullying policies;
- **Timeframe:** difficulties achieving and assessing curriculum changes within the timeframe for the programme;
- **Representation of LGB&T people as school governors;**
- **High staff turnover** meant work to challenge HB&T bullying was not always fully understood or maintained;
- **An overcrowded PSHE curriculum.**

Features of good school policy and curriculum development were:

- **Benchmarking** which involved an assessment of needs, a tailored approach and an accreditation standard to work towards;
- **Convincing and reassuring leaders:** involving governors, SLTs and Head Teachers/Principals in policy review and training was advisable to convince them of the importance of tackling HB&T bullying. Knowledgeable and visible initiative staff in the school could support this process. Encouraging more LGB&T parents to become governors could also be advantageous;
- **A focus on prevention of HB&T bullying with clear and actionable reporting and monitoring.**

4 Improving School Staff Awareness and Understanding

4.1 Introduction

NatCen's previous research for the GEO⁴¹, and the interviews conducted with initiative leads for this research, suggested that teachers did not have enough awareness and/or understanding of HB&T bullying. They believed that it was important to raise levels in order to improve the commitment and confidence of school staff to effectively tackle bullying and to prevent it by making school life and teaching more inclusive (sometimes referred to in the literature as usualising LGB and/or T identities, experiences and families).

This chapter focuses on whether training raised awareness and understanding of issues around HB&T bullying, challenging HB&T language and creating a school environment inclusive of LGB&T people and identities. Chapter 5 will discuss whether training helped to make school staff more confident by developing their capacity through skills and resources to address the issues.

This chapter provides an overview of how training was delivered, its perceived effects on the awareness and understanding of school staff; and the key factors internal or external to the training that were felt to be responsible for improvements. The chapter concludes by drawing out the most important learning that can be used to develop this type of training in future.

4.2 Training delivery

Barnardo's, DRM, EACH, E&C, NCB and SRtRC delivered training to a range of school staff responsible for school leadership, teaching and/or providing emotional and wellbeing support to pupils. The training provided by Stonewall will only be touched on in this chapter as it largely related to training Stonewall's partner organisations so that they could cascade learning to other school staff (see Chapter 5). Table 4:1 sets out types of training offered in order to contextualise the discussion in this and the next chapter.

⁴¹ Mitchell, M., Gray, M. and Beninger, K. (2014) *ibid.*

| Table 4.1 Face-to-face training delivery | | |
|--|--|---|
| Features of training | Variation | Initiatives |
| Focus of training | <p>Training had three areas of focus:</p> <ul style="list-style-type: none"> • Usualisation of LGB&T identities, for example through SRE lessons or through the wider curriculum; • Preventing or tackling HB&T bullying; or • Both of the above. | <ul style="list-style-type: none"> • Focus on LGB&T usualisation: Barnardo's, NCB and E&C • Focus on HB&T bullying: DRM and SRtRC • Equal focus on usualisation and bullying: EACH |
| Recipients targeted | <p>Tiers: primary school and/or secondary school staff were targeted.</p> <p>Number of schools: training events were attended by a single school, a cluster of related schools or a number of different schools across an area.</p> <p>Attendee roles: ranging from all school staff (including Head Teachers, SLT members, classroom teachers, learning support assistants) to staff with specific roles (e.g. SRE or PSHE leads, SEN Officers).</p> | <ul style="list-style-type: none"> • Tiers: both primary and secondary schools targeted by Barnardo's, DRM, E&C, and NCB. Secondary schools largely targeted by EACH. • Number of schools: DRM and EACH worked with specific schools. NCB, Barnardo's, SRtRC and E&C worked with a number of schools • Attendee roles: NCB largely focused on SRE/PSHE staff (although Head Teachers and SLT members could also attend). Barnardo's, DRM, EACH, E&C and SRtRC focused on a range of teaching staff, with Barnardo's also delivering to trainee teachers, faith schools staff and police Safer Schools Officers; DRM also delivering to Local Authority staff and some non-teaching staff e.g. pastoral leads; and E&C encouraging support staff attendance. |
| Format | <p>Face-to-face</p> <ul style="list-style-type: none"> • Settings: ranging from schools that attendees worked in to other schools/external venues. • Duration: varied according to the purpose of training and its target audience. Training lasted from 1.5 hours to a full day (5 hours). Occasionally, and only in relation to cascaded learning, a full day's training was separated into two or three mini-training sessions delivered over the course of the school year to facilitate attendance. • Number of attendees: Ranging from five teachers to large teacher conferences consisting of 20 or more attendees. | <ul style="list-style-type: none"> • Setting: external venues used largely by SRtRC, although E&C delivered some of its training in external venues to school staff tasked with coordinating their activities in schools. • Duration: full day training provided by Barnardo's (who also provided shorter training courses), DRM, NCB and SRtRC (DRM sometimes provided the training over 2 days). E&C provided one day CPD training for all ECCOs plus whole staff training in each school. • Number of attendees: this varied, with some initiatives (e.g. EACH) providing small training sessions for individual schools and larger area-wide events. |

| Table 4.1 Face-to-face training delivery | | |
|---|--|--|
| | | <ul style="list-style-type: none"> • Online training: offered by DRM and NCB. |
| Content | <ul style="list-style-type: none"> • Training activities geared towards raising awareness and understanding included providing: information on appropriate LGB&T terminology, overview of statutory and policy guidelines around tackling HB&T bullying, knowledge of the prevalence of HB&T bullying in schools and young people's experiences of being bullied. The importance of these activities in raising awareness will be discussed in Section 4.3. • Degree of tailored content: the majority of the training involved the same content being delivered to all attendees across multiple events. However, there were instances where training content was partially tailored (through needs assessment during the training) or fully tailored according to the needs of schools identified during benchmarking exercises with pupils and staff or consultations with school staff. For example, EACH varied its coverage of transgender issues according to how advanced schools were in usualising transgender identity. Schools that did not have a previous history of LGB&T work were provided a broad overview of LGB&T issues, whilst transgender issues were covered in more depth with schools that had done only LGB work in the past. | <ul style="list-style-type: none"> • Fully tailored content: EACH and E&C • Partially tailored: Barnardo's⁴² and DRM • Generic training: E&C, NCB and SRtRC |
| Linkage to other initiative activities | <p>Training was either a stand-alone event or part of a wider package of whole school activities delivered by initiatives. This included as part of:</p> <ul style="list-style-type: none"> • A wider training programme, such as having to complete one set of training as a prerequisite to attend further training; • A wider whole school activity, such as work with pupils and policy reviews. | <ul style="list-style-type: none"> • Stand-alone: DRM, NCB and SRtRC • Linkage to other activities: Barnardo's, EACH and E&C |

⁴² Barnardo's also delivered bespoke training for faith schools on LGB issues and gender identity, but this was not a focus of this evaluation.

4.3 Improving awareness, understanding and confidence

Improvements in awareness and understanding of HB&T bullying were mainly identified through the qualitative case studies, although there was survey data that supported changes. Teaching and support staff interviewed reported improvements in awareness and understanding around the impact of HB&T bullying on pupils, and improved confidence in being able to challenge HB&T language and promote LGB&T inclusion. These are discussed in turn below.

4.3.1 Awareness and understanding of the impact of HB&T bullying

A key improvement reported by teaching staff in focus groups and interviews across the initiatives was a better awareness of the harmful impact that HB&T bullying had on pupils. One aspect of this was reported improvement in understanding the hurtful effects of bullying from a young person's perspective. For example, a teacher who attended the DRM training felt they were now more conscious and understanding of the hurtful effects of phrases used by pupils such as 'you're so gay'. Another aspect of improved awareness was an understanding of the widespread nature of HB&T bullying compared to their initial preconceptions. For example, a teacher who attended the NCB training reported in an interview that they had not realised how prevalent this form of bullying was and how many were affected by it.

4.3.2 Awareness and confidence to challenge HB&T language

One way in which the effects of improved awareness and understanding were demonstrated was through better understanding of the impact of HB&T language and improved confidence to challenge it. For example, survey data suggests an improvement in respondents' self-reported confidence to address HB&T language if they heard it. Table 4:2 indicates that across EACH and Stonewall combined, 95 percent of teachers surveyed who attended these initiative's training agreed or strongly agreed that they felt confident to address homophobic and biphobic language if they heard pupils use it at follow-up. This compared to 60 percent of those feeling this way before the training.

Table 4.2 “I would feel confident to be able to address homophobic or biphobic language if I heard pupils use it”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 3% | Strongly disagree | 1% |
| Disagree | 14% | Disagree | - |
| Neither agree/ disagree | 23% | Neither agree/ disagree | 4% |
| Agree | 45% | Agree | 48% |
| Strongly agree | 15% | Strongly agree | 47% |
| Base | 569 | Base | 441 |

- Includes data for Stonewall and E&C. The combined percentage of follow-up responses compared to baseline was 78%.
- Stonewall achieved 67% responses at follow-up compared to baseline; E&C achieved 182%⁴³.
- Follow-up data was collected 1 week later for Stonewall and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

Table 4:3 indicates that 93 percent of teachers who attended Stonewall’s training said they agreed or strongly agreed that they felt confident in addressing transphobic language if they heard it, an increase of 53 percentage points from baseline to follow-up.

Table 4.3 “I would feel confident to be able to address transphobic language if I heard pupils use it”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 5% | Strongly disagree | 1% |
| Disagree | 27% | Disagree | 1% |
| Neither agree/ disagree | 28% | Neither agree/ disagree | 5% |
| Agree | 30% | Agree | 51% |
| Strongly agree | 10% | Strongly agree | 42% |
| Base | 515 | Base | 345 |

- Includes data from Stonewall only.
- There were 67% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending the one day training event.
- Follow-up data was collected 1 week after the training.
- Further details on the collection of survey data are shown in Appendix E.

The qualitative interviews and focus groups with teaching staff across the initiatives indicated that a key reason why respondents felt confident to challenge HB&T language after the training was because they believed they had a clearer understanding of what constituted HB&T bullying. School staff acknowledged that HB&T language was not just ‘teasing’ and that it should be seen as serious as other discriminatory language (e.g. racist or sexist language). Section 4.4 outlines the key mechanisms of the training responsible for this impact.

⁴³ See Section 2.3.

4.3.3 Creating an inclusive school environment

Teaching staff in a range of roles across the relevant initiatives said they felt more confident about and committed to making LGB&T identities a part of everyday school life. This showed itself in three ways:

- **The training received encouraged a greater commitment to creating a more LGB&T inclusive school environment** in order to ensure pupils were safe:
 - School staff reported including or usualising LGB&T people and identities across school activities e.g. the discussion of LGB&T identities in assemblies and/or by creating a forum of non-LGB&T pupils that act as 'allies' in supporting and championing LGB&T identities in school.
 - They felt they had a better understanding of how they could avoid conveying unintentional gender identity and sexual orientation stereotypes e.g. through the language they use and assumptions they make around what male and female pupils can do.
 - They reported generating awareness among parents of the LGB&T inclusiveness of their schools e.g. by making their LGB&T policies prominent on websites and in newsletters to parents.
- **School staff felt more confident and able to talk openly about LGB&T issues and to deal with any negative reactions from pupils and parents.**
- **They felt more confident to work with transgender pupils or pupils who were questioning their gender identity.** This included anticipating issues that may arise; knowing the correct terminology such as pronouns to use; identifying resources that they could refer pupils to (e.g. helpful websites or external organisations); and how to support pupils' identity or questioning of it in schools.

School staff that participated in the interviews and focus groups described how the training they received helped them to understand the connection between usualising LGB&T identities and preventing bullying. They reflected that they now understood that including LGB&T people and identities in everyday school life was part of addressing HB&T bullying 'upstream' before it happens. The teaching staff interviewed thought that the training they received helped them understand this link and/or would equip them to improve pupils' thinking and behaviour in a number of ways in the future. These were:

- **Challenging negative LGB&T stereotypes:** by presenting a wider range of LGB&T identities. School staff felt they understood better how to challenge the negative stereotypes that pupils may acquire from peers and at home. For example, participants who attended the NCB training felt that it was important to teach about same sex relationships in SRE as young people are exposed to words such as 'gay' used in a derogatory way in and outside of school.
- **Encouraging acceptance of difference:** school staff interviewed also felt that usualising LGB&T people and identities challenged pupils' assumptions that these identities and relationships are different from the 'norm' in negative ways. As a teacher who attended the NCB training put it, *'dealing with [LGB&T] issues in isolation keeps LGB&T issues in isolation'*. In contrast, the use of classroom activities that helped pupils understand that such relationships are part of everyday life (for example in pupils' own family and/or in celebrity circles) was seen to provide positive role models for pupils. Notably, some teachers who were surveyed felt that *actual* LGB&T role models in schools were still relatively uncommon.
- **Aiding greater reflection on the (sometimes unintentional) harmful effects of HB&T language:** school staff said that becoming more familiar with LGB&T families, identities and people helped young people to reflect on the way in which HB&T

language would have a negative impact on LGB&T pupils, such as the use of ‘gay’ in a derogatory way.

4.4 Mechanisms underpinning improvements in staff awareness and understanding

4.4.1 Factors internal to the training

Despite the diversity in training approaches across the initiatives, observations of training events and interviews/focus groups with school staff across the initiatives consistently revealed a number of mechanisms underlying the improvements outlined in Section 4.3. Table 4:4 below provides an overview of these.

| Response | Aspects of training which elicited response |
|--|--|
| Improved commitment to usualising LGB&T identities and/or addressing HB&T bullying | <p>Training improved commitment by increasing empathy: in interviews and focus groups, teachers said that training helped them to realise the prevalence and nature of the long-term effects of bullying on young people. Teachers identified a number of ways in which training did this, including:</p> <ul style="list-style-type: none"> • Presentation of facts and figures around the prevalence and nature of the short and long-term harmful effects of bullying. • Personal stories from young people and/or LGB&T facilitators on being LGB&T added a personal dimension. For example, video stories about ‘coming out’ in a school environment and the attitudes of other pupils. • Use of role play, particular to SRtRC. It involved teachers acting out how they would help a young person who had experienced HB&T bullying, with the facilitator’s input. Teachers said in interviews that the role play and discussion provided insights into what a young person experiencing this form of bullying would feel. |
| | <p>Training provided the legal and policy leverage for change: in interviews and focus groups, teachers reported that training encouraged them to prioritise LGB&T inclusion by providing an understanding of the statutory requirements for schools to do so. This sometimes led to school staff appreciating that LGB&T discrimination has equal parity with other forms of discrimination. For example, teachers said that knowledge about Ofsted requirements to safeguard pupils from bullying made them feel they had the right to discuss the issues at their schools. Similarly, gaining an understanding of the Equality Act 2010, with reference to the protected characteristics of sexual orientation and gender reassignment, and the Public Sector Equality Duty, made staff feel they had legal leverage to get work done.</p> |
| | <p>Training encouraged reflection of stereotyping: training helped school staff to question gender identity and sexual orientation stereotypes that may be implicit in school approaches and their own practice. In interviews and focus groups, teachers said that this was supported by:</p> <ul style="list-style-type: none"> • Effective facilitation which encouraged a non-judgmental (‘safe’) environment; • A thought-provoking, stimulating space for discussion; |

Table 4.4 Face-to-face training – training related factors leading to positive impact

| | |
|---|--|
| | <ul style="list-style-type: none"> • Small group discussion which made teaching staff feel comfortable to contribute; • A group with mixed levels of knowledge about the issues, which enabled less knowledgeable colleague to learn from their more experienced peers; • Pitching content at the right level. For example, some teachers who attended the DRM training felt it was a good introduction to the issues but it felt repetitive for more knowledgeable teachers. |
| <p>Helped school staff feel more confident in tackling bullying and/or usualising LGB&T identities</p> | <p>Training improved understanding of LGB&T terminology and transgender identities: more specifically, teachers said that after the training they had better knowledge of appropriate terminology and language to use. A particularly important area centred on transgender identities. This included the rights of transgender individuals, as well as how to support pupils who had started to identify as transgender or who were questioning their gender identity. This was especially mentioned by secondary school staff, who worked with an older age group that was considered more likely to encounter this issue.</p> |
| | <p>Training helped school staff to feel that discussion of LGB&T identities was permissible in schools: feedback from interviews and focus groups suggested that teachers found two aspects of the training helpful in this respect: discussing cases studies of how other schools had approached this issue and the ‘open’, honest and matter-of-fact way in which training facilitators spoke about LGB&T issues. This sent the message that LGB&T issues could and should be talked about openly by school staff and gave trainees more confidence to do so. As discussed in Chapter 3, attendance of governors and SLT members was helpful in conveying to more junior staff that challenging HB&T bullying was a priority and permissible at the school.</p> |
| | <p>Training made school staff feel more confident by reassuring them they could take action: interviews and focus groups with teachers suggested that the interaction during the training provided a number of reassurances that LGB&T inclusion and/or HB&T bullying could and should be addressed by schools, including:</p> <ul style="list-style-type: none"> • LGB&T issues were a priority in their local area: seeing attendees from other schools reassured school staff that the issues were important across the area, not just for their own school. • That inclusion of LGB&T people in teaching and tackling bullying can be done in a school context: this was reinforced by (a) hearing of other schools that had successfully done this; (b) knowing that even a little movement in the right direction can have a positive effect on pupils; (c) that not all parents will resist inclusion, if they are given information in the right way. • That some of the measures they had already taken were on the right path: school staff expressed, while under observation, a sense of being reassured that some of their current activities aimed at usualising LGB&T identities or tackling HB&T bullying were a step in the right direction. • Teachers did not need to know everything about LGB&T identities in order to feel confident to talk to pupils: rather, a basic understanding of the issues (provided by the training) along with a desire to learn from pupils would be a sufficient starting point. |

Table 4.4 Face-to-face training – training related factors leading to positive impact

| | |
|--|--|
| | <p>Training made school staff feel more confident to deliver LGB&T inclusive lessons by helping to reconcile personal religious views with LGB&T inclusion: teachers and support staff told us that training did this by providing a safe and open space to talk about religious views in relation to LGB&T teaching. For example, a Muslim teacher reported in an interview that they were able to reconcile their religion’s views on being gay with their professional role as someone who is committed to ensuring all pupils are treated fairly and inclusively through discussion during training. Other staff, however, agreed to disagree on the issue of discussing sexual orientation and gender identity in schools due to differences in religious or cultural beliefs.</p> |
|--|--|

The two case illustrations below provide examples of how these mechanisms improved commitment and confidence to tackle HB&T bullying.

Case illustration 4.1: improved commitment to tackle bullying and confidence to use LGB&T identities

As part of an INSET day at a primary school, E&C delivered a 90 minute training session to all school staff on how to tackle HB&T bullying and to use LGB&T identities in their school.

A classroom teacher who attended this training felt he learned a lot. In particular, learning the facts and figures around the extent and impact of bullying on young people ‘opened [his] eyes’ to how big an issue HB&T bullying is. He found this ‘shocking’ and it made him determined to address this issue in his school.

This teacher also described feeling more confident to discuss LGB&T issues openly with pupils. Where before he felt that he ‘couldn’t or shouldn’t use words like ‘gay’ or lesbian’ with a child [in primary school]’, he now feels confident being able to answer pupils’ questions around, for example, what a lesbian is. For the teacher, a key reason behind this was that the training provided him with more detailed information about the Equality Act 2010, which highlighted the importance of LGB&T inclusion in schools. The teacher felt this gave him ‘permission’ to talk about LGB&T issues more openly in his school.

(E&C, teacher training, classroom teacher, primary school)⁴⁴

⁴⁴ Sample details have sometimes been omitted for case illustrations for anonymity reasons.

Case illustration 4.2: improved confidence in usualising LGB&T pupils and identity – working with young people who identified as transgender

Three members of staff from a secondary school were asked to reflect together on a 90-minute training course they attended on LGB&T inclusion and tackling HB&T bullying at their school. The training took place at an external venue and was attended by a range of staff from other schools. All three members of staff have non-teaching roles; these ranged from a safeguarding officer to a pupil behavioural support officer.

All three felt they knew very little about transgender issues prior to the training and they had not felt able to discuss these issues with pupils who had begun to question their gender identity. The training helped to make the staff feel more 'secure' and confident in their ability to support these pupils through a combination of providing a better understanding of transgender identities (e.g. knowledge of the law and transgender issues) and resources that could be used to support pupils after the training (e.g. helpful websites and literature).

(Barnardo's, training for non-teaching staff, secondary school)

4.4.2 External factors

There were also factors external to the training – although not necessarily to the programme – that were felt by the staff interviewed as part of the qualitative case studies to either support or hinder the impact of training.

A key factor was **the level of experience and investment in LGB&T issues that staff had before they attended the training**. Staff who were particularly invested in LGB&T issues had an added impetus to translate what they had learned in training into practice. This sometimes included staff who were LGB⁴⁵ and/or had been concerned about LGB&T inclusion prior to the training. The level of experience staff had of dealing with LGB&T issues either supported or neutralised the impact of training:

- It neutralised the impact of training where staff already had a history of addressing these issues and so were already motivated and confident in doing so.
- Where staff were less experienced in LGB&T issues, the training supported them to become more confident in changing practice in their schools. For example, some older school staff and/or those from faith school backgrounds felt they did not have the 'license' and/or confidence to openly discuss LGB&T identities prior to the training as they had never been exposed to this in their teacher training and/or school environment. The training provided them with not only the permission to talk freely about these issues but also the confidence to do so because of the knowledge and strategies they learned.

4.5 Training mode

A key question for the programme was whether face-to-face or online training was more effective at raising awareness and understanding of issues related to HB&T, and in what

⁴⁵ We did not interview an openly transgender member of staff.

circumstances it was better to use these approaches. Observations and reviews of materials identified that they offered very different opportunities within the programme and were used for different purposes.

Face-to-face training tended to be offered before online training and to staff with a greater role in delivering learning within their organisation. Online training tended to follow face-to-face training and offered to staff who did not attend face-to-face training and/or were not directly involved in any other initiative activities offered to their school. While online training was interactive to some extent, it was more factual and could not be as discursive or interactive as face-to-face training.

4.5.1 Online training

Online training was offered by two initiatives: DRM and NCB. In both cases the online training was an important part of raising awareness and understanding among school staff on the key issues beyond the initial face-to-face training. The similarities and differences between the approaches are summarised in Table 4:5 below.

| Features of training | NCB | DRM |
|--------------------------|---|--|
| Focus of training | LGB&T usualisation | Tackling HB&T bullying |
| Recipient | Largely SRE teachers | Teachers and support staff (e.g. Teaching Assistants) could access the training, depending on the discretion of the school |
| Content | Five training modules covering: <ul style="list-style-type: none"> • Information on legislation and guidance supporting LGB&T inclusive teaching • Defining LGB&T language • Gender and transgender inclusion information (including viewpoints of young people) • Practical ways to make SRE inclusive | Four training modules covering: <ul style="list-style-type: none"> • HB&T language and how to challenge it • How to recognise and challenge HB&T behaviour • Challenging gender stereotypes • Working with transgender pupils (including videos of young people's stories) |
| Delivery format | <ul style="list-style-type: none"> • 30-minute training course, with the option to complete the training over a period of time • Factual information • Interactive e.g.: <ul style="list-style-type: none"> ○ Quizzes around key modules ○ Visual representation of young people's views (not videos) ○ Ability to scroll over words to access definitions | <ul style="list-style-type: none"> • 60-minute training course, with the option to complete it one module at a time • Interactive e.g.: <ul style="list-style-type: none"> ○ Exercises matching definitions to key terms ○ Videos narrating experiences of transgender pupils |

The role of online training

Three interviews were conducted regarding online training, with Head Teachers, inclusion leads and a senior Local Authority representative. These interviewees said that

teaching and Local Authority staff valued online training because they thought it extended the reach of training. This was because it allowed staff to receive training who could not attend face-to-face sessions due to time and cost. This included the costs of covering teaching staff time, teaching workloads and challenges in organising an event that all school staff could attend. Teaching staff also seemed to appreciate aspects of how the training was delivered, including:

- **The time it took to complete:** for the NCB training, 30 minutes was considered a realistic timeframe by teachers to complete the training. For DRM, teaching staff appreciated being able to complete each module separately, as it broke down the learning into 'manageable chunks'.
- **Interactive nature:** participants welcomed the interactive format of the training, which was seen as more engaging than just providing 'facts' to teaching staff. For example, staff who completed both the NCB and the DRM training liked being tested on the knowledge they had gained. NCB staff felt that the training could also benefit from videos of young people's experiences of LGB&T issues, as this would induce empathy from teachers and would introduce an activity other than reading text.

The teaching and Local Authority staff interviewed reflected favourably on how the online training had affected them. Three types of effects were raised:

- **A catalyst for triggering discussions of HB&T issues:** this was particularly mentioned by teaching staff who completed the DRM training, who felt it raised the profile of HB&T issues in their school – although they did not elaborate on why.
- **Encouraged teachers to make SRE inclusive:** those who completed the NCB training felt it gave them an awareness of how legislation supports LGB&T inclusive SRE lessons, and hence the necessary policy leverage to do this.
- **Encouraged teachers to reflect on gender stereotyping in their own practices** for those that completed the NCB training.

Technical issues

The online training for both DRM and NCB experienced delays in rollout while the initiatives worked hard to ensure the content was fit for purpose and to resolve technical issues. This was an issue particularly for DRM teaching staff, who had expected to signpost the training to other teachers in their school earlier. These delays, alongside the evaluation timeframe meant that it was not possible to gather sufficient data to make conclusive judgements about whether online training led to improvements in teacher knowledge and confidence⁴⁶.

4.5.2 The role of face-to-face training

Although Local Authority and teaching staff interviewees appreciated the value of online training, they felt it had a very specific role in reaching out to a wider number of teaching staff who may be unable to attend face-to-face training. To this end, it was not considered a direct substitute for face-to-face training, which was seen to provide more in-depth understanding of the issues for three reasons:

⁴⁶ The delays had implications for the conduct of the evaluation too: the surveys for NCB could not be administered and the DRM survey had a low response rate. For both initiatives, insufficient numbers had received the training and this impacted on the amount of qualitative data collected. Nonetheless, some valuable insights were gathered.

- **The ‘facilitator effect’:** face-to-face training was seen to deepen knowledge by enabling attendees to ask questions to and discuss issues with knowledgeable facilitators.
- **The ‘attendee effect’:** equally, face-to-face training was seen to enhance understanding of the issues by enabling attendees to share experiences and practices and to learn from one another.
- **The ‘immersive effect’:** participants felt that face-to-face training covered challenging issues in more depth as it is likely to be longer.

In light of the above, the (limited) qualitative evidence seems to indicate that face-to-face training offers greater potential in building participants’ understanding and awareness of HB&T bullying than online learning. However, there is still value in offering online training as an additional service to reach out to teaching staff who cannot attend training events.

4.6 Summary of key learning

Activities

- Training provision featured heavily in the programme. Initiatives largely delivered **face-to-face training**, which varied in form, content and duration. It involved Head Teachers, SLT members, classroom teachers, Teaching Assistants and staff with specific roles such as SEN Officers or SRE or PSHE leads.
- **Online training** was also offered by NCB and DRM. The training centred on usualising LGB&T identities in SRE classes and tackling HB&T bullying, respectively.

Perceived effects of face-to-face and online training

- **Improved awareness and understanding of the impact of HB&T bullying:** qualitative data suggested that training raised awareness of the harmful effects of HB&T bullying on young people and a willingness to address it.
- **Supported staff to feel more confident to challenge HB&T language:** survey and qualitative data indicated that training improved awareness and understanding of HB&T language and, by doing so, improved the confidence of teaching staff to challenge it in their schools.
- **Improved the commitment and confidence of school staff to make LGB&T identities a part of everyday school life:** teachers described how this was achieved in three ways:
 - Improved commitment to creating a safer and more LGB&T inclusive school environment by encouraging school staff to usualise LGB&T identities across school activities, reflect on how they can avoid conveying gender and sexual orientation stereotypes and encouraging them to generate awareness of the LGB&T inclusiveness of their school among parents.
 - Reassured them that they could talk openly about LGB&T issues in their schools and feel more able to deal with any negative reactions from parents and pupils.
 - Made them feel more confident to work with transgender pupils by better understanding terminology and correct use of pronouns.
- **School staff had also begun to make a clearer connection between tackling HB&T bullying and usualising LGB&T identities in school:** including LGB&T identities in everyday school life was seen by initiative and school staff to tackle bullying before it happens. It was thought to do this by challenging negative stereotypes among pupils, encouraging acceptance of diversity rather than adherence to a perceived ‘norm’ and facilitating reflection on the harmful effects of HB&T bullying.

What appears to work in delivering training to teaching staff:

- **Mode of training:** the (limited) data on online training suggests online and face-to-face training had different roles. Staff suggested that, although online training has the potential to reach out to a wider number of teaching staff, it is not a substitute for the depth of understanding that face-to-face training can offer.
- **Format of training:** teaching staff said that face-to-face training should be no longer than a day in the first instance to allow school staff to attend and it should be led by experienced, passionate and knowledgeable facilitators. Online training should ideally be no longer than 30 minutes and have the option for teachers to complete it in stages. Both modes should be interactive. Face-to-face training should additionally aim to encourage group discussion in order to foster group learning amongst attendees.
- **Content of training:** both modes should support school staff to feel more committed to and confident about usualising LGB&T identities and/or tackle HB&T bullying by raising awareness and understanding of the issues. The content should be pitched at the right level for the intended audience and should include:
 - An overview of statutory and regulatory obligations;
 - Facts and figures around the nature and extent of the harm of HB&T bullying;
 - Personal accounts from LGB&T people and pupils;
 - Activities that explore and challenge gender and sexual orientation stereotypes;
 - Examples and case studies of how LGB&T usualisation and/or HB&T bullying has been addressed in other schools;
 - Information on appropriate and inoffensive LGB&T terminology;
 - Specific information on transgender identities and issues related to transphobic bullying.

5 Teacher Capacity and Cascaded Learning

5.1 Introduction

A key aim of the programme was to improve the confidence of schools to prevent and tackle HB&T bullying. Building the capacity of schools to address these issues involved improving teachers' skills and abilities to tackle HB&T bullying and deliver LGB&T inclusive teaching and providing resources to staff that they could use in their teaching.

Seven of the eight initiatives (not AFT) were involved in these activities, although their approaches varied in terms of whether they targeted school staff generally, specific link staff in the schools or teachers working in specialist roles (e.g. SRE/PSHE teachers or care and support staff). In addition, five of the initiatives provided training and activities aimed at supporting trainees to cascade their learning to others in their local area or in their schools. These initiatives were DRM, EACH, E&C, NCB and Stonewall.

This chapter uses survey data and data from the qualitative case studies to explore the perceived effects of training aimed at building capacity among school staff, the ability of trained staff to cascade their learning and the key factors internal and external to the training that were felt to be responsible for any improvements. A summary of key learning is provided at the end of the chapter.

5.2 Improving teacher capacity

5.2.1 Activities to build teacher capacity

Attempts to improve school staff and teacher capacity were undertaken in a number of ways. Training had most of the same format and features as discussed in Table 4:1 earlier and so is not discussed again here. The content, however, had a number of key qualities in terms of building capacity and confidence to address HB&T bullying. Interviews with initiative leads, trainers and teaching staff who attended the training ('trainees'), as well as review of training materials, indicated that these were:

- **Equipping school staff to develop a more inclusive and preventative curriculum:** school staff were provided with and/or asked to generate and share practical ideas about how to include LGB&T people in teaching and to challenge HB&T language; either across different types of teaching or specific areas of teaching such as SRE. Training also tried to reduce the reproduction of negative gender stereotyping and its links with homophobia, biphobia and transphobia.
- **Exploring and trialling strategies to tackle HB&T bullying, in everyday school life or in teaching specifically:** this included discussing good practice, developing lesson plans and identifying specific issues for the school. It also included role play approaches that school staff could use to counteract HB&T language and behaviour. Once again, this could be cross-cutting and/or in relation to specific forms of bullying (e.g. cyber bullying) or particular areas of teaching (e.g. SEN).

-
- **Providing resources to ensure staff were confident to put their learning into action:** this included providing a range of resources, including teaching materials, lesson plans and sources of information for pupils and teachers.

5.2.2 Perceived effects from capacity building activities

Survey and qualitative evidence showed that the training that teachers received increased their knowledge, skills and confidence in preventing and tackling HB&T bullying. A recurring theme throughout the interviews and focus groups was that the staff felt upskilled. Both survey and qualitative data confirmed that this upskilling reflected the features of the training described in the previous section. Specifically, it included:

- **Better knowledge about how to include LGB&T people** in school curriculum planning and in teaching, or where to seek relevant information;
- **Feeling more able to tackle specific types of bullying**, such as cyber bullying or bullying of LGB&T people and pupils with SEND;
- **Increased confidence to tackle HB&T bullying** if teachers saw it or heard the use of HB&T language due to staff feeling more competent.

Reflecting the concentration of initiative activities in this area, the perceived effects of training on school staff capacity to prevent and tackle HB&T bullying was where the evaluation produced the most survey data. With a few exceptions, the survey data consistently showed a perceived improvement in capacity among school staff and teachers to prevent and tackle HB&T bullying.

5.3 Knowledge of inclusive curriculum

The survey and qualitative data suggested areas of improved knowledge related to inclusive curricula, good practice about the inclusion of LGB&T people in teaching and greater knowledge on how to challenge negative gender stereotypes. This translated to teachers feeling more confident to deliver inclusive teaching. The areas of improved knowledge are discussed in turn below.

5.3.1 Knowledge of strategies to deal with HB&T bullying

An area in which the survey and qualitative data suggested improved capacity among teachers was knowledge of how to deal with HB&T bullying incidents. Table 5:1 below shows that only 25 percent of school staff sampled agreed or strongly agreed that they had knowledge of different strategies to help deal with homophobic and biphobic bullying before the training provided by their initiative, compared to 85 percent after their training (an improvement of 60 percentage points). This is an encouraging increase.

Table 5.1 “I have sufficient knowledge of different strategies to help deal with homophobic and biphobic bullying if it happens”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 7% | Strongly disagree | 2% |
| Disagree | 39% | Disagree | 4% |
| Neither agree/ disagree | 30% | Neither agree/ disagree | 8% |
| Agree | 21% | Agree | 65% |
| Strongly agree | 4% | Strongly agree | 20% |
| Prefer not to say | - | Prefer not to say | - |
| Base | 671 | Base | 498 |

- Includes data for EACH, E&C, SRtRC and Stonewall. The combined percentage of follow-up responses compared to baseline was 74%.
- EACH achieved 55% of responses at follow-up compared to baseline; E&C achieved 178%⁴⁷, SRtRC achieved 54% and Stonewall achieved 67%.
- Follow-up data was collected 6 weeks later for EACH, 5 months later for E&C, 4-6 weeks later for SRtRC and 1 week later for Stonewall.
- Further details on collection of survey data are shown in Appendix E.

Table 5:2 shows a similar change from 19 percent who agreed or strongly agreed they had ‘sufficient knowledge of different strategies to deal with transphobic bullying’ before the training compared to 80 per cent afterwards (a similar improvement of 61 percentage points). This suggests that building teacher capacity by discussing strategies to deal with HB&T bullying is a particular knowledge gap.

Table 5.2 “I have sufficient knowledge of different strategies to help deal with transphobic bullying if it happens”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 10% | Strongly disagree | 2% |
| Disagree | 43% | Disagree | 4% |
| Neither agree/ disagree | 27% | Neither agree/ disagree | 13% |
| Agree | 16% | Agree | 64% |
| Strongly agree | 3% | Strongly agree | 16% |
| Prefer not to say | - | Prefer not to say | - |
| Base | 670 | Base | 496 |

- Includes data for EACH, E&C, SRtRC and Stonewall. The combined percentage of follow-up responses compared to baseline was 74%.
- EACH achieved 55% of responses at follow-up compared to baseline; E&C achieved 178%⁴⁸, SRtRC achieved 51% and Stonewall achieved 70%.
- Follow-up data was collected 6 weeks later for EACH, 5 months later for E&C, 4-6 weeks later for SRtRC and 1 week later for Stonewall.
- Further details on data collection of survey data are shown in Appendix E.

A similar story is told by Table 5:3 below, for Barnardo’s, DRM and NCB activity. There was an increase in 46 percentage points for respondents who agreed or strongly agreed

⁴⁷ See Section 2.3.

⁴⁸ See previous footnote.

that the training they had received allowed them to deal with transphobic bullying effectively (from 21 percent at baseline to 67 percent at follow-up).

Table 5.3 “The training I have received is sufficient to allow me to deal with transphobic bullying effectively”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 14% | Strongly disagree | 1% |
| Disagree | 37% | Disagree | 5% |
| Neither agree/ disagree | 27% | Neither agree/ disagree | 23% |
| Agree | 16% | Agree | 54% |
| Strongly agree | 5% | Strongly agree | 13% |
| Prefer not to say | 1 | Prefer not to say | 5% |
| Total | 592 | Total | 355 |

- Includes data for Barnardo’s, DRM and NCB. The combined percentage of follow-up responses compared to baseline was 60%.
- Barnardo’s achieved 21% of responses at follow-up compared to baseline, DRM achieved 123%⁴⁹ and NCB achieved 31%.
- Follow-up data was collected 4-6 weeks later for Barnardo’s and DRM and 6 weeks later for NCB.
- Further details on collection of survey data are shown in Appendix E.

Reflexive and discursive teaching

Chapter 6 describes how pupils gained most from teaching that encouraged them to reflect on homophobia, biphobia and transphobia and to ask questions to improve their understanding of the issues. It is important, therefore, that teachers feel able to develop lesson plans that facilitate this type of learning.

The two tables below suggest improvements in this respect from activities conducted by EACH. For example, Table 5:4 shows that 37 percent of those surveyed agreed or strongly agreed they were able to develop a lesson plan that facilitated reflection and questions from pupils at baseline, compared to 74 percent at follow-up. The data must be treated with caution though, because of the small sample size and attrition at follow-up.

⁴⁹ See Section 2.3.

Table 5.4 “Based on what I know, I would feel able to develop a lesson plan that encourages pupils to reflect on homophobic or biphobic bullying and ask questions in class”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 4% | Strongly disagree | - |
| Disagree | 24% | Disagree | - |
| Neither agree/ disagree | 29% | Neither agree/ disagree | 27% |
| Agree | 29% | Agree | 67% |
| Strongly agree | 8% | Strongly agree | 7% |
| No answer selected | 6% | No answer selected | - |
| Base | 51 | Base | 30 |

- Includes data from EACH only.
- There were 59% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending two training events.
- Follow-up data was collected 6 weeks after the training.
- Further details on the collection of survey data are shown in Appendix E.

Table 5:5 shows a similar improvement of 27 percentage points for school staff working with EACH who agreed or strongly agreed that they felt able to develop a lesson plan to encourage pupils to reflect on and ask questions about transphobia.

Table 5.5 “Based on what I know, I would feel able to develop a lesson plan that encourages pupils to reflect on transphobic bullying and ask questions in class”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 4% | Strongly disagree | - |
| Disagree | 31% | Disagree | 7% |
| Neither agree/ disagree | 27% | Neither agree/ disagree | 33% |
| Agree | 25% | Agree | 57% |
| Strongly agree | 8% | Strongly agree | 3% |
| No answer selected | 6% | No answer selected | - |
| Base | 52 | Base | 30 |

- Includes data from EACH only.
- There were 58% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending two training events.
- Follow-up data was collected 6 weeks after the training.
- Further details on the collection of survey data are shown in Appendix E.

Continuing with developing lesson plans, Tables 5:6 and 5:7 below examine the extent to which school staff felt able to develop a lesson plan to address homophobic and biphobic bullying and transphobic bullying respectively. Overall improvements are indicated for DRM and EACH combined, with Table 5:6 showing that 23 percent of those surveyed agreed or strongly agreed they were able to develop a lesson plan to address homophobic or biphobic bullying at baseline, compared to 71 percent at follow-up. The

corresponding figures for transphobic bullying in Table 5:7 are 17 and 65 percent. However the data must be treated with caution because of levels of attrition at follow-up.

Table 5.6 “Based on the knowledge and resources I have now, I would be able to develop a lesson plan to address homophobic or biphobic bullying”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 10% | Strongly disagree | 1% |
| Disagree | 35% | Disagree | 4% |
| Neither agree/ disagree | 31% | Neither agree/ disagree | 22% |
| Agree | 20% | Agree | 56% |
| Strongly agree | 3% | Strongly agree | 15% |
| Prefer not to say | 2% | Prefer not to say | 2% |
| Total | 622 | Total | 286 |

- Includes data for DRM and EACH. The combined percentage of follow-up responses compared to baseline was 45%.
- DRM achieved 45% responses at follow-up compared to baseline and EACH achieved 52%.
- Follow-up data was collected 4-6 weeks later for DRM and 6 weeks later for EACH.
- Further details on collection of survey data are shown in Appendix E.

Table 5.7 “Based on the knowledge and resources I have now, I would be able to develop a lesson plan to address transphobic bullying”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 12% | Strongly disagree | 1% |
| Disagree | 40% | Disagree | 7% |
| Neither agree/ disagree | 28% | Neither agree/ disagree | 25% |
| Agree | 15% | Agree | 51% |
| Strongly agree | 2% | Strongly agree | 14% |
| Prefer not to say | 1% | Prefer not to say | 2% |
| Total | 612 | Total | 286 |

- Includes data for DRM and EACH. The combined percentage of follow-up responses compared to baseline was 47%.
- DRM achieved 46% responses at follow-up compared to baseline and EACH achieved 52%.
- Follow-up data was collected 4-6 weeks later for DRM and 6 weeks later for EACH.
- Further details on collection of survey data are shown in Appendix E.

The relatively high percentages of respondents in Tables 5:4, 5:5, 5:6 and 5:7 above who ‘neither agreed or disagreed’, ‘disagreed’ or ‘strongly disagreed’ at follow-up suggests further information might be needed to allow teachers to develop lesson plans to deal with HB&T bullying, notwithstanding the gains that appear to have been made.

5.3.2 Accessing information on LGB&T inclusion in curricula

Interviews and focus groups with teachers revealed that improved knowledge of LGB inclusive resources was felt to be an area of positive change arising from the programme. For example, primary school staff who attended the E&C and NCB training

reported being more knowledgeable about age appropriate story books and lesson plans on same sex families and how to use these in class as a result.

Challenging gender stereotypes

One particular area of increased knowledge was how to challenge gender stereotypes, and particularly the link between stereotypes and transphobia. Two initiatives aimed to improve teacher capacity in this respect (DRM and Stonewall⁵⁰). Table 5:8 shows an improvement of 35 percentage points from baseline to follow-up for those who agreed or strongly agreed with the statement, 'I know how to challenge gender stereotypes in class'. There was an improvement of 26 percentage points for school staff who strongly agreed, although caution needs to be used in interpreting these figures given the level of attrition between baseline and follow-up.

| Baseline data | | Follow-up data | |
|-------------------------|------|-------------------------|-----|
| Strongly disagree | 3% | Strongly disagree | 1% |
| Disagree | 14% | Disagree | 1% |
| Neither agree/ disagree | 26% | Neither agree/ disagree | 7% |
| Agree | 46% | Agree | 55% |
| Strongly agree | 10% | Strongly agree | 36% |
| Base | 1102 | Base | 604 |

- Includes data for DRM and Stonewall. The combined percentage of follow-up responses compared to baseline was 55%.
- DRM achieved 44% of responses at follow-up compared to baseline; Stonewall achieved 67%.
- Follow-up data was collected 4-6 weeks later for DRM and 1 week later for Stonewall.
- Further details on the collection of survey data are shown in Appendix E.

This finding mirrors the qualitative evidence in Chapter 4, which suggested that the training also made staff more aware of how they may be unintentionally conveying gender stereotypes through their own practices, such as the language they use or through the assumptions they make when interacting with young people.

There was a larger percentage point improvement in knowledge among school staff about how to discuss the link between gender stereotypes and transphobia in class. Table 5:9 shows that only 21 percent of respondents agreed or strongly agreed that they knew how to discuss this link in class before the initiative activities, compared to 78 percent afterwards; an improvement of 57 percentage points when the findings for DRM and Stonewall were combined. Both initiatives saw similar improvements when examined separately.

⁵⁰ E&C also worked to challenge gender stereotyping but this aspect of their work was not evaluated through surveys.

| Table 5.9 “I know how to discuss the link between gender stereotypes and transphobia in class” | | | |
|--|------|-------------------------|-----|
| Baseline data | | Follow-up data | |
| Strongly disagree | 8% | Strongly disagree | - |
| Disagree | 38% | Disagree | 3% |
| Neither agree/ disagree | 32% | Neither agree/ disagree | 18% |
| Agree | 18% | Agree | 58% |
| Strongly agree | 3% | Strongly agree | 20% |
| Base | 1100 | Base | 607 |
| <ul style="list-style-type: none"> Includes data for DRM and Stonewall. The combined percentage of follow-up responses compared to baseline was 55%. DRM achieved 45% of responses at follow-up compared to baseline; Stonewall achieved 67%. Follow-up data was collected 4-6 weeks later for DRM and 1 week later for Stonewall. Further details on the collection of survey data are shown in the Appendix E. | | | |

School staff who took part in the qualitative case studies also identified ways in which their understanding of the link between gender and transphobia had improved. Some recounted gendered actions that could be changed to help prevent transphobia. These included, for example, speaking to pupils who identified as transgender using their preferred pronoun, not asking boys and girls to line up separately (because some children may identify as both or neither), making provision for gender-neutral toilets rather than boys’ and girls’ toilets, and looking to see whether uniform was gender-neutral. E&C also recommended gender neutral toilets and uniform as part of their Best Practice Programme.

The presentation by the Gender Identity Research and Education Society at the SRtRC teacher conferences were particularly well received by participants in attendance. Interviewees and group participants described feeling better able to respond to the needs of pupils who identify as transgender and to respond to questions pupils had raised. This suggests the importance of involving transgender people in aspects of training, such as its design and delivery.

5.3.3 Tackling specific types of bullying

A number of initiatives aimed to build capacity to address and tackle particular types of HB&T bullying or to build the foundations to prevent it through the usualisation of LGB&T in specific areas of teaching, such as PSHE and SRE.

Cyber bullying

EACH included work to tackle cyber bullying as part of its overall approach. Although the data in Table 5:10 is not conclusive due to small sample sizes and attrition, it indicates an improvement in the percentage of staff who agreed that that they would know how to deal with HB&T cyber bullying.

Table 5.10 “I know how to deal with homophobic, biphobic and transphobic cyber bullying”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 2% | Strongly disagree | - |
| Disagree | 15% | Disagree | 7% |
| Neither agree/ disagree | 34% | Neither agree/ disagree | 20% |
| Agree | 47% | Agree | 60% |
| Strongly agree | 2% | Strongly agree | 13% |
| Base | 53 | Base | 30 |

- Includes data from EACH only.
- There were 57% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending two training events.
- Follow-up data was collected 6 weeks after the training.
- Further details on the collection of survey data in shown in Appendix E.

The qualitative case studies did not focus on EACH’s cyber bullying work. NatCen’s previous review did, however, ask teachers and pupils about what they thought worked best⁵¹. This included emphasising the legal implications of sending malicious messages and encouraging pupils to be ‘tech savvy’ through reporting and blocking cyber bullies for example.

Pupils with special educational needs or disabilities

EACH also included work to tackle HB&T bullying of those with SEND as part of its activities. Although the data in Table 5:11 is not conclusive due to small sample sizes and attrition, it indicates an improvement in the percentage of staff who agreed that that they would feel confident dealing with HB&T bullying of pupils with SEND.

⁵¹ Mitchell, M., Gray, M. and Beninger, K. (2014) *ibid.*

Table 5.11 “I would feel confident to be able to deal with homophobic, biphobic, or transphobic bullying against pupils with special educational needs or disabilities”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 2% | Strongly disagree | - |
| Disagree | 26% | Disagree | 20% |
| Neither agree/ disagree | 36% | Neither agree/ disagree | 30% |
| Agree | 32% | Agree | 37% |
| Strongly agree | 2% | Strongly agree | 13% |
| No answer selected | 2% | No answer selected | - |
| Base | 53 | Base | 30 |

- Includes data from EACH only.
- There were 57% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending two training events.
- Follow-up data was collected 6 weeks after the training.
- Further details on the collection of survey data in shown in Appendix E.

Sex and Relationship Education

NCB specifically concentrated on activities with teachers to encourage the use of inclusive curricula in SRE as a way of preventing HB&T bullying in the longer-term. Unfortunately, the number of follow-up survey responses did not meet our reliability threshold and so have not been reported here.

Underlying the approach adopted by NCB was the idea that presenting a more inclusive and balanced SRE curriculum would encourage greater acceptance of difference, including LGB&T pupils and people. Qualitative interviews with staff attending the NCB training emphasised a number of ways in which they had learnt to ‘drip feed’ information about LGB&T people into the SRE curriculum. This included ideas about how to make their current SRE practice more LGB&T friendly (e.g. when discussing putting a condom on with pupils, not assuming it would be a girl that would be putting it on a boy), as well as introducing new LGB&T resources (e.g. introducing story books about same-sex parents in primary schools). Another teacher also reported being inspired to introduce information about LGB&T people in other parts of the curriculum (e.g. referring not only to binary sexual identities in biology class, but also those with ‘indistinguishable organs’).

At interview, staff working for the initiative said they thought that training for SRE teachers was a good way into discussing these issues. This was because they thought that SRE teachers were used to discussing sensitive issues such as sex and sexuality and that SRE classes therefore provided a safer designated space for young people to discuss issues related to relationships and bullying. However, findings also suggest that open and matter-of-fact information about LGB&T people was welcomed and appropriate in a whole range of lessons and need not be limited to SRE.

5.3.4 Improved confidence through competence

There was evidence from the surveys and qualitative case studies that increased capacity through the provision of new skills and resources was linked to perceived improvements in confidence to prevent and/or tackle HB&T bullying. At interview, some trainers and teachers said they found that the training confirmed their existing knowledge and that they were doing the right thing. Other school staff and trainers said that they could handle HB&T bullying in a more informed manner if they saw or heard it following the training. An exception was that some staff who were surveyed remained unclear about how to address transphobic bullying specifically, particularly how to support pupils who identified as transgender.

Notwithstanding this, Table 5:12 suggests that 94 percent of respondents in follow-up surveys agreed or strongly agreed that they felt confident that they would know what to do if they saw or heard an incident of HB&T bullying compared to 62 percent at baseline; a 32 percentage point increase. Notably, since these responses are based on data from EACH, E&C and NCB, it indicates that these improvements were achieved using a variety of different approaches, including whole school, a train the trainer approach and promoting LGB&T inclusivity, respectively.

| Table 5.12 “I feel confident that I would know what to do if I saw or heard of an incident of homophobic, biphobic or transphobic bullying” | | | |
|---|-----|-------------------------|-----|
| Baseline data | | Follow-up data | |
| Strongly disagree | 2% | Strongly disagree | 1% |
| Disagree | 13% | Disagree | 1% |
| Neither agree/ disagree | 22% | Neither agree/ disagree | 4% |
| Agree | 47% | Agree | 62% |
| Strongly agree | 15% | Strongly agree | 32% |
| No answer selected | 1% | No answer selected | - |
| Prefer not to say | - | Prefer not to say | 2% |
| Base | 237 | Base | 165 |

- Includes data from EACH, E&C and NCB. The combined percentage of follow-up responses compared to baseline was 70%.
- EACH achieved 47% of responses at follow-up compared to baseline, E&C achieved 178%⁵² and NCB achieved 33%.
- Follow-up data was collected 6 weeks later for EACH, 5 months later for E&C and 4-6 weeks later for NCB.
- Further details on data collection of survey data are shown in Appendix E.

Data from E&C and Stonewall also suggested an increase in confidence to address homophobic or biphobic language among school staff and staff trained to cascade learning in schools. Table 5:13 indicates that 95 per cent of respondents agreed or strongly agreed that they would feel confident in addressing homophobic or biphobic language if they heard pupils use it. This compared to 60 percent who answered in the same way at baseline and so represents a 35 percentage point increase.

⁵² See above.

Table 5.13 “I would feel confident to be able to address homophobic or biphobic language if I heard pupils use it

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 3% | Strongly disagree | 1% |
| Disagree | 14% | Disagree | - |
| Neither agree/ disagree | 23% | Neither agree/ disagree | 4% |
| Agree | 45% | Agree | 48% |
| Strongly agree | 15% | Strongly agree | 47% |
| Base | 569 | Base | 441 |

- Includes data from E&C and Stonewall. The combined percentage of follow-up responses compared to baseline was 78%.
- E&C achieved 181%⁵³ of responses at follow-up compared to baseline; Stonewall achieved 67%.
- Follow-up data was collected 5 months later for E&C and 1 week later for Stonewall.
- Further details on data collection of survey data are shown in Appendix E.

Similar improvements appeared to be the case for confidence in addressing transphobic language, although there was only data from Stonewall in this regard. Table 5:14 indicates a change from baseline to follow-up of 53 percentage points of respondents agreeing or strongly agreeing that they felt confident to address transphobic language, a change from 40 percent at baseline to 93 percent at follow-up.

Table 5.14 “I would feel confident to be able to address transphobic language if I heard pupils use it”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 5% | Strongly disagree | 1% |
| Disagree | 27% | Disagree | 1% |
| Neither agree/ disagree | 28% | Neither agree/ disagree | 5% |
| Agree | 30% | Agree | 51% |
| Strongly agree | 10% | Strongly agree | 42% |
| Total | 515 | Total | 345 |

- Includes data from Stonewall only.
- There were 67% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending one day training event.
- Follow-up data was collected 1 week after the training.
- Further details on the collection of survey data are shown in Appendix E.

⁵³ See above.

5.4 Mechanisms underpinning improvements in competence and confidence

School staff told us in interviews and focus groups about a number of mechanisms in the training that appeared to support improvements in confidence. These aspects are discussed in turn below.

5.4.1 Delivery of training in a ‘safe space’

Training was felt to work well when it provided a safe space for teaching staff to be open and honest about their current practice and to build on this. Staff welcomed an environment in which they could be frank about their current practice, be free to make mistakes (or say the ‘wrong thing’) and learn from doing so. Teaching staff reported two key features of training which helped make training a safe space:

- **Training being pitched at the right level** according to their current knowledge and practice so as not to make attendees feel they could not implement the learning;
- **Facilitators not making judgements about schools’ current practice:** some teachers from a faith school reported feeling exposed and alienated by comments made by a facilitator regarding the willingness of faith schools to tackle HB&T bullying.

This suggests that training worked well where it informed schools of good practice but without commenting on or making assumptions about schools’ less developed practice.

5.4.2 Providing information about practical guidance and strategies

School staff valued learning practical skills and strategies applicable to the realities of a school environment. These were generated through a combination of facilitator input and discussions that took place among teachers during the training. Examples of practical guidance and knowledge that school staff found helpful included:

- **How to make the curriculum and individual lessons more LGB&T inclusive:** for example, a teacher who attended the E&C training was inspired to introduce LGB&T identities in their maths class by using a map of a LGB&T Pride festival to discuss geometrical areas with their pupils.
- **How to work with pupils in an inclusive way:** this includes supporting transgender pupils, as well as LGB pupils by, for example, encouraging school staff to consult transgender pupils on their preferred pronoun.
- **How to tackle HB&T bullying effectively as it happened:** for example, by using ‘scripts’ to challenge inappropriate language.
- **How to address parental resistance to a LGB&T inclusive curriculum:** one example included drawing attention to statutory requirements to safeguard children and to protect LGB&T pupils from hate and discrimination. Other strategies included informing parents of changes to the curriculum using a templated letter from their initiative. As already noted, some teaching staff wanted more strategies to deal with concerned and prejudiced parents, which appeared to be a gap for some training.

5.4.3 Provision of knowledge and resources and how to apply them

Training served to signpost to appropriate resources, such as lesson plans and books to use in teaching. School staff found it particularly helpful when:

- **Resources were age appropriate:** this was raised particularly by primary school staff.
- **Resources mirrored the format of materials that teachers were used to:** for example, story books or quizzes with primary school children or the use of DVDs with secondary school pupils.
- **Training covered how to use these resources:** this helped school staff reflect on, understand and rehearse how best to use resources in practice. For example, primary school teachers valued the opportunity to read LGB&T inclusive storybooks together and reflect on whether and how they would use these with pupils.

5.4.4 Opportunity to reflect on current practice

Attending face-to-face training provided teaching staff with an opportunity to reflect on their practice outside of the school environment. This helped them to assess their current practice and what could be improved. Interviewees said that discussion with teaching staff in different roles, from other schools or who had tried different approaches was particularly valued in this respect.

5.4.5 Post-training support to implement learning

Post-training support came in a variety of forms, from access to online resources (e.g. that E&C and NCB offered) to more involved, personal support, particularly within a whole school approach. This included having a LGB&T 'champion' embedded in the school, whether this was a school staff member (e.g. E&C) or a project worker from the initiative (e.g. Barnardo's). The presence of this support helped to reassure school staff that there was advice and resources available outside of the training which would support them in implementing what they had learned. The desire for follow-up support in relation to action planning and strategies to tackle HB&T bullying was also important (as discussed in Chapter 3).

Case illustration 5.1: enhancing competency through learning about practical strategies

A secondary school PSHE lead attended a half day training event on LGB&T inclusion and tackling HB&T bullying held at an external venue by an initiative. The event was attended by teaching staff from schools across the area.

The PSHE lead felt he had always committed to tackling HB&T bullying in his school, particularly because, as someone who was gay himself, he had experienced some of the issues facing young people. However, he left the training *'positively bouncing'* with confidence because it gave him the strategies needed to take a *'fresh'* approach in tackling HB&T bullying and usualising LGB&T identities in his school. For example, he borrowed the idea of an LGB&T 'allies' group that he learned from training as a way of supporting LGB&T pupils in his school. This involved creating a forum where LGB&T and non-LGB&T pupils could meet to discuss issues and support one another. He also learned a lot about how to identify and tackle HB&T language.

For the PHSE lead, it was the group discussions amongst his peers during the training session which provided the most practical and actionable strategies and solutions. He felt they were a good way for schools to identify issues and to problem solve in a way that took account of the school context.

(Initiative information withheld, teacher training, secondary school)

Gaps in knowledge and resources

Despite these mechanisms underpinning improved competence and confidence, teaching staff also identified gaps in some of the training where they wanted further information and resources. These fell into three areas:

- **Responding to 'prejudiced' parents:** there was a concern among some teaching staff observed and interviewed that the training did not do enough to prepare them for responding to negative reactions from parents, particularly when reactions were driven by the perceived prejudices of the parents towards homosexuality, bisexuality or transgender.
- **Sourcing and accessing age appropriate resources:** some initiatives developed resources for primary schools, and these were considered useful by teaching staff. However, other primary school teachers still felt that the majority of resources targeted pupils at secondary school. This suggests the need for better signposting.
- **An example or observation of a lesson:** some teachers would have welcomed an example of how to deliver an LGB&T inclusive lesson during the training in order to get a sense of best practice.

5.5 Cascaded learning and support in schools

Cascaded learning entails training an individual (referred to as 'trained staff') about ways in which to prevent and tackle HB&T bullying, with view to trained staff disseminating

their learning to a wider group of people. By cascading learning it is anticipated that ideas about the best ways to address HB&T bullying will have greater influence and spread more quickly. The approach can also give a particular individual responsibility to lead training within a school, thereby encouraging trained staff to plan, champion and embed their learning so that it is sustained in the future. This approach was central to the work of Stonewall but was also reflected by other initiatives such as DRM, E&C and EACH. Other initiatives, such as NCB, included an element of cascading in their approach by encouraging trained staff to think about how they could implement their learning and to use online resources.

Cascaded learning was delivered in two ways. First, by training staff face-to-face who then trained others. Second, by providing basic online training for a wider group of staff, or by encouraging sharing of information and resources online. Some school staff interviewees saw this as a 'cost-efficient' way of delivering training.

5.5.1 Delivery of face-to-face cascaded learning

Delivery of face-to-face training varied across the initiatives and is outlined in Table 5:15. To avoid repetition, some of the variations already discussed elsewhere in the report have been omitted.

Table 5.15 Features and variation in delivery of training designed to cascade learning

| Features of training | Variation | Initiative |
|------------------------------|---|---|
| Recipients targeted | <p>Recipients of the training varied according to who was targeted to cascade learning and whether or not specific staff were targeted:</p> <ul style="list-style-type: none"> • Partner organisations: training organisations trained teachers on how to cascade their learning. These partner organisations included Local Authorities and LGB and/or T charities; • Teacher coordinators: training selected teachers to coordinate an initiative-supported school approach; • Specialist teachers: teachers with specific curriculum-related roles in schools; • Teaching staff as a whole: a range of teachers trained within a single school, with online resources. | <ul style="list-style-type: none"> • Training partner organisations (NCB and Stonewall) • Training selected teachers to co-ordinate (E&C) • Training specialist teachers (NCB, with focus on SRE and no formal expectation of cascading) • Training a range of teachers (DRM) |
| Continuity of support | <ul style="list-style-type: none"> • One-off support: three initiatives offered a one-off training session with resources provided. Two of these initiatives also developed online resources. • Ongoing support: one initiative offered systematic support to a teacher with ongoing support as part of a wider whole school approach. | <ul style="list-style-type: none"> • One-off support provided by DRM, Stonewall (although school staff could informally contact Stonewall after the training) and NCB (although they offered access to online resources after the training) • Ongoing support provided by E&C |
| Content | <ul style="list-style-type: none"> • Generic: two of the initiatives delivered training courses with the same content and structure to all recipients. However, trainers tailored the discussions and activities according to participants' needs on the day of the training. • Tailored: other initiatives welcomed the opportunity to tailor the content of the training course according to the specific needs of schools. These needs were identified during consultations with school staff or benchmarking surveys with school staff and pupils. | <ul style="list-style-type: none"> • Generic content provided by DRM and Stonewall • Tailored content provided by E&C |

5.5.2 Perceived impacts from cascaded learning

This section explores the perceived impacts of training, particularly around whether trained staff surveyed felt willing and able to cascade their learning to others. There was indication from one initiative that its train the trainer approach worked. Table 5:16 below shows that 89 percent of staff trained by Stonewall agreed or strongly agreed that they would 'feel able to deliver training on how to tackle homophobic or biphobic bullying' to other members of staff at their school compared to only 10 percent before the training.

87 per cent of staff trained felt the same way about being able to deliver training on transphobic bullying, compared to nine percent before the training (Table 5:17).

Table 5.16 "I would feel able to deliver training on how to tackle homophobic or biphobic bullying to other members of the teaching staff at my school"

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 30% | Strongly disagree | 1% |
| Disagree | 45% | Disagree | 1% |
| Neither agree/ disagree | 16% | Neither agree/ disagree | 9% |
| Agree | 8% | Agree | 63% |
| Strongly agree | 2% | Strongly agree | 26% |
| Base | 511 | Base | 344 |

- Includes data from Stonewall only.
- There were 67% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending one day training event.
- Follow-up data was collected 1 week after the training.
- Further details on the collection of survey data are shown in Appendix E.

Table 5.17 "I would feel able to deliver training on how to tackle transphobic bullying to other members of the teaching staff at my school"

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 30% | Strongly disagree | 1% |
| Disagree | 47% | Disagree | 1% |
| Neither agree/ disagree | 15% | Neither agree/ disagree | 11% |
| Agree | 7% | Agree | 63% |
| Strongly agree | 2% | Strongly agree | 24% |
| Base | 515 | Base | 344 |

- Includes data from Stonewall only.
- There were 67% of responses at follow-up compared to baseline. Sample size relates to the number of staff attending one day training event.
- Follow-up data was collected 1 week after the training.
- Further details on the collection of survey data are shown in Appendix E.

Interviews and groups discussions with trained staff and teachers supported these findings by indicating that teaching staff across the initiatives felt more able to cascade learning. Interviewees also provided specific examples of how trained staff cascaded their learning, listed below.

Influencing policy, senior staff and parents

- Trained school staff reviewed and changed school equality or bullying policies after the training. They also reported planning to deliver a presentation on the importance of tackling HB&T bullying to governors and parents.

Disseminating learning to other teaching staff

- Trained school staff undertook training and skills needs assessments with staff in their school. For example, one trained teacher used a 'confidence ruler' scaled 1 to

10 that they had learned from Stonewall’s training to identify the level of knowledge and confidence of staff in their school.

- Trained school staff also mentioned delivering bespoke training for teaching staff in their school. For example, a trained teacher was inspired to deliver a series of bespoke training sessions to staff after school, including a short session for teachers and one for Teaching Assistants. The sessions covered the issues the attendee had learned about during their own training, including presenting statistics on the harm caused by HB&T bullying, exercises for teaching staff around matching terminology on LGB&T definitions, as well as signposting teaching staff to books and DVDs on HB&T bullying.

5.5.3 Mechanisms that helped to cascade learning

Where training worked well it helped to make teaching staff feel more willing and able to cascade their learning to others and to drive work forward in their schools. These responses and aspects of the training which elicited them are outlined in Table 5:18 and discussed further below.

| Response | Aspects of training which elicited response |
|--|--|
| More willing to cascade learning | <ul style="list-style-type: none"> • The knowledge and passion of the facilitators helped to motivate attendees to cascade learning around tackling HB&T bullying. • They also felt inspired by the resources that were provided that they could deliver training. |
| Feel more confident by feeling more competent to cascade learning: training provided resources and information that could be easily and usefully disseminated to others. It also provided new ideas on how to cascade learning | <ul style="list-style-type: none"> • Training provided useful information and resources that school staff felt they could confidently transfer to their schools. • It helped trained school staff access new ideas about cascading learning by providing an opportunity to learn from the experience of other attendees, as well as space to consider how cascaded learning could work in their schools. • However staff wanted more information on how to respond to school staff and parents who were opposed to the discussion of homosexuality, bisexuality and transgender with young people. Some staff said this information would boost their confidence to cascade learning. |
| Instilling a sense of individual ownership or collective responsibility for disseminating learning | <ul style="list-style-type: none"> • Training gave staff who acted as co-ordinators between schools and initiatives a sense of ownership of cascading learning across their schools. The training did this by promoting clear channels of responsibility and accountability to take forward actions. • However some staff spoke of the danger of placing all responsibility for HB&T bullying on one member of staff. |

Willingness to cascade learning

Trained school staff interviewees reported that facilitators were important in motivating them to cascade learning. Trained school staff felt inspired where facilitators were passionate and knowledgeable about the issues and by discussions of the work the initiatives did in promoting LGB&T inclusiveness, because it reinforced the message that the lives of LGB&T pupils could be improved. Being enthused to cascade learning was

also related to feeling competent and confident to tackle HB&T bullying, (discussed below).

Improving competence and confidence to cascade learning

Training provided useful information and resources that trained school staff felt they could confidently transfer to their schools. The types that participants found particularly helpful mirrored those discussed for other types of training in this chapter and in Chapter 4 and included:

- **Information that improved the empathy and hence commitment of school staff to address the issues;**
- **Knowledge of statutory and regulatory obligations;**
- **Activities designed to question assumptions on gender, sexual orientation and gender identity;**
- **Strategies to deal with HB&T language** were useful so that trained staff could work out how to respond them. Some reported feeling more confident to do this because of the training, which reinforced their confidence to pass the message on.
- **Resources and contacts.**

Gaining new ideas about cascading learning

Learning from others was a key part of gaining new ideas about how to cascade learning. One view among school staff who participated in the focus groups was that this was best achieved by having attendees with the same characteristics on the training (e.g. teaching roles), while another was that some form of diversity among attendees maximised learning, such as where staff from other partner organisations or schools also attended or where training included staff with different roles or grades within the same school. This diversity enabled them to share and learn from different views and experiences and helped them to feel confident that they were drawing on 'tried and tested' ways of disseminating learning.

In interviews, trained staff reported a number of new ideas that they had learned from others on the training, including:

- **Zero tolerance:** changes to bullying policies that reflected a 'zero tolerance' approach among all staff;
- **Scripts to challenge bullying:** the idea of creating forms of words that teachers and other staff could use to challenge HB&T language when they heard it;
- **Prevention:** learning from others at the training that HB&T bullying could be reduced through greater emphasis on preventing it rather than reacting to it. For example, by usualising LGB&T identities;
- **Peer pressure:** the importance of challenging pupil peer pressure for boys and girls to conform to gender stereotypes and possible ways to do this;
- **Openness:** the importance of talking with school staff openly about the need to reduce HB&T bullying and how to do this.

Action planning

A key aspect of cascaded learning was that the training encouraged participants to develop an action plan during or after training. This plan helped them to formulate a vision of how to implement the cascaded learning by, for example, identifying the other people and resources that were needed. Trained school staff interviewees reflected on

feeling more confident that they had an effective and realistic strategy as a result of their plan.

Staff appeared to have the greatest clarity about how to cascade their learning when action plans began to be devised *during* the training and when they were discussed with an SLT member afterwards. The ability to formulate an action plan in training was supported where attendees were aware of the most appropriate school resources they could draw on because of advance auditing or benchmarking work. Action plans developed in training typically covered the following:

- What was needed at their school;
- Potential barriers to implementation;
- What resources among those discussed at the training could they use;
- Which other members of staff should be involved.

Approaches to developing action plans varied. For example E&C used a strategic whole school approach dovetailing plans to a wider five-point plan. Beyond training, this five-point plan included a review of the bullying policy, review of the whole curriculum, creation of a more inclusive LGB&T school environment and ways to engage with the school community. In other approaches, a less structured and more open approach to developing action plans was used.

The qualitative evidence suggested that staff wanted more time for action planning during but especially after the training. Trained school staff interviewees voiced challenges around devising the plan during training:

- **Support available:** primary school teachers in particular found it difficult to devise a plan because it was felt that the majority of resources provided were more appropriate to secondary schools;
- **Sufficient time and information:** trainees felt it was difficult to devise plans during the training as not enough time was allocated and/or they preferred to do this when they were at school where they would have access to all the resources necessary (e.g. the school's equality policy). This suggests that training should be seen as a way to kick-start thinking about action plans but that some form of follow-up support may be needed to ensure plans are fit for purpose.

Support around the implementation of the plan after the training varied. It was sometimes discussed on a one-to-one basis as part of wider whole school work or staff were given the option to contact trainers if they had any questions. The training sometimes encouraged participants to discuss the plan with Head Teachers and/or members of the SLT after it was developed. This was considered important among those who did this to gain the support needed for implementation, both in terms of time and resources. Some staff interviewed also expressed a desire for a day or half-day of follow-up training to see how plans were progressing. This ties-in with the wider point around the continuity of support discussed in Chapter 4, later in this chapter and in Chapter 8.

Promoting ownership of cascaded learning

Where teaching staff had the role of being the key link (variably known as a 'coordinator', 'ambassador' or 'champion') between schools and the initiative and its activities, they sometimes spoke of how ownership of the role helped motivate them to cascade their learning. However, interviewees also emphasised the importance of all school staff

having some form of accountability for an overall plan in order to drive the anti-HB&T bullying agenda in schools.

A barrier to promoting wider ownership in schools, reported by trainers, centred on addressing the fixed views of some staff within schools who were opposed to LGB&T inclusion, within the limited timeframe of the training. The case illustration below highlights the underlying mechanisms at work.

Case illustration 5.2: training enhanced ability to cascade learning through knowledge, resources and action plans

A Teaching Assistant from a small secondary school was identified as the best person to attend this training by her Head Teacher. It was the first training the teacher attended on HB&T bullying despite her considerable experience in working with students on sexual health issues. The training included HB&T terminology and statistics and took place after school hours, lasting 90 minutes. She thought that they might have some more training at a later stage.

The Teaching Assistant felt that the training increased her knowledge around HB&T bullying issues and her confidence to deal with bullying effectively. She started looking at the implementation of her action plan, met with the SLT, arranged to deliver training accessible to the rest of the staff, and also changed the bullying policy of her school to include HB&T bullying. She used posters on the school walls in order to have a visual impact on the school environment.

She also planned to create scripts which could be used to challenge HB&T bullying. She would also use the school database system to collect data for every student involved in a HB&T incident.

(Stonewall, Teaching Assistant, secondary school)

5.6 Accessing good practice

A final aspect of building capacity was to establish a way in which people who attended the training could access good practice collectively and online. Tables 5:19 and 5:20 both show a 63 percentage point increase in respondents who agreed or strongly agreed that they knew where to access good practice on how to deal with HB&T bullying at follow-up compared to baseline. This suggests that for five initiatives (Barnardo's, DRM, EACH, NCB and Stonewall) respondents felt they would be able to access the information they needed after the training⁵⁴.

⁵⁴ E&C built an accompanying website, populated with specific resources to accompany the programme and to support schools/teachers. This was not a focus of this evaluation.

Table 5.19 “I know where to access shared learning on good practice to deal with homophobic and biphobic bullying”

| Baseline data | | Follow-up data | |
|-------------------------|------|-------------------------|-----|
| Strongly disagree | 12% | Strongly disagree | 1% |
| Disagree | 45% | Disagree | 5% |
| Neither agree/ disagree | 24% | Neither agree/ disagree | 12% |
| Agree | 17% | Agree | 58% |
| Strongly agree | 2% | Strongly agree | 24% |
| Total | 1539 | Total | 725 |

- Includes data from Barnardo’s, DRM, EACH, NCB and Stonewall. The combined percentage of follow-up responses compared to baseline was 47%.
- Barnardo’s achieved 20% of responses at follow-up compared to baseline; DRM achieved 44%, EACH achieved 49%, NCB achieved 32% and Stonewall achieved 67%.
- Follow-up data was collected 4-6 weeks later for Barnardo’s, DRM, EACH and NCB and 1 week later for Stonewall.
- Further details on the collection of survey data are shown in Appendix E.

Table 5.20 “I know where to access shared learning on good practice to deal with transphobic bullying”

| Baseline data | | Follow-up data | |
|-------------------------|------|-------------------------|-----|
| Strongly disagree | 13% | Strongly disagree | 1% |
| Disagree | 47% | Disagree | 5% |
| Neither agree/ disagree | 25% | Neither agree/ disagree | 15% |
| Agree | 14% | Agree | 58% |
| Strongly agree | 2% | Strongly agree | 21% |
| Prefer not to say | - | Prefer not to say | 1% |
| Total | 1538 | Total | 725 |

- Includes data from Barnardo’s, DRM, EACH, NCB and Stonewall. The combined percentage of follow-up responses compared to baseline was 47%.
- Barnardo’s achieved 21% of responses at follow-up compared to baseline; DRM achieved 44%, EACH achieved 49%, NCB achieved 32% and Stonewall achieved 67%.
- Follow-up data was collected 4-6 weeks later for Barnardo’s, DRM, EACH and NCB and 1 week later for Stonewall.
- Further details on the collection of survey data are shown in Appendix E.

Tables 5:21 and 5:22 below show an increase in respondents who agreed or strongly agreed that they knew where to access good practice about the inclusion of LGB and transgender people in teaching the curriculum (respectively), at follow-up compared to baseline. There was an increase of 46 percentage points for LGB inclusion and 53 percentage points for transgender, for DRM and EACH combined.

Table 5.21 “I know where to access information that can provide good practice about the inclusion of lesbian, gay and bisexual people in teaching the curriculum.”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 7% | Strongly disagree | - |
| Disagree | 36% | Disagree | 6% |
| Neither agree/ disagree | 28% | Neither agree/ disagree | 19% |
| Agree | 26% | Agree | 60% |
| Strongly agree | 3% | Strongly agree | 15% |
| Total | 606 | Total | 285 |

- Includes data for DRM and EACH. The combined percentage of follow-up responses compared to baseline was 47%.
- DRM achieved 47% of responses at follow-up compared to baseline and EACH achieved 49%.
- Follow-up data was collected 4-6 weeks later for DRM and 6 weeks later for EACH.
- Further details on collection of survey data are shown in Appendix E.

Table 5.22 “I know where to access information that can provide good practice about the inclusion of transgender people in teaching the curriculum.”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 8% | Strongly disagree | - |
| Disagree | 41% | Disagree | 7% |
| Neither agree/ disagree | 28% | Neither agree/ disagree | 18% |
| Agree | 20% | Agree | 63% |
| Strongly agree | 2% | Strongly agree | 12% |
| Prefer not to say | 1% | Prefer not to say | - |
| Total | 601 | Total | 283 |

- Includes data for DRM and EACH. The combined percentage of follow-up responses compared to baseline was 47%.
- DRM achieved 47% of responses at follow-up compared to baseline and EACH achieved 49%.
- Follow-up data was collected 4-6 weeks later for DRM and 6 weeks later for EACH.
- Further details on collection of survey data are shown in Appendix E.

5.7 External factors

There were three factors external to both the general and cascaded learning training – although not necessarily to the programme - that either supported or hindered the ability of school staff to translate what they had learned into practice.

School-level factors: training was regarded as working best when schools as a whole supported their staff in implementing learning. This indicates that training may be more effective as a part of a whole school strategy designed to get the support of senior staff and other staff across the curriculum. Indeed, some of the initiatives had delivered training as part of a whole school strategy (discussed further in Chapters 3, 6 and 7).

-
- **Openness to LGB&T issues:** a key factor which supported school staff to implement learning was how open ('warm') the school culture and staff were to tackling HB&T bullying and/or usualising LGB&T identities. This openness related to the perceived attitude of both senior and other teaching staff in their willingness to address these issues, even if they had found it challenging in the past to do so. The warmer the school was towards these issues, the more they were prioritised and the more support and encouragement school staff reported receiving in implementing learning. The buy-in of Head Teachers, SLT members and school curriculum advisors was particularly important in supporting teachers in terms of, (a) giving them the authority to modify the curriculum, and (b) releasing the necessary resources to ensure inclusion and bullying was tackled (e.g. sanctioning the purchase of necessary reading material). Again this could be better promoted where part of a whole school approach because of the additional 'buy in' from the SLT that that the approach involved.
 - **Heavy teaching workload** prevented staff from reflecting on and implementing learning.

Individual factors: these related to the characteristics, attitudes and perceptions of school staff.

- **Whether staff perceived HB&T bullying to be an issue:** staff were less likely to influence school practices after training if HB&T bullying was not considered an issue in the first place. This highlights the importance of benchmarking within schools to identify the form and extent of HB&T bullying within a school. It also suggests that work may to be done with governors and the SLT prior to wider school staff training to establish the importance of preventing HB&T bullying.

Parents' views: school staff perceptions around how open parents were to LGB&T inclusion was an important factor in influencing whether learning was implemented.

- **Schools tended to translate what they had learned into practice where they perceived parents to be more open to the changes** or where they felt objections could be easily addressed through providing information on why LGB&T inclusion was important. Notably, one initiative (E&C) had explicitly involved parents in the early stages of their work to reassure them about the activities they would be undertaking with pupils.
- In contrast, **concerns about parents' resistance appeared to lead to resistance from senior staff.** This was particularly, although not exclusively, relevant to faith schools where school advisors were unsure of how parents would react to LGB&T inclusion in their school. This tended to be based on perceptions of how parents would react rather than any actual adverse reactions.

Case illustration 5.3: perceptions of negative reactions from parents

Three members of staff from a faith school were asked to reflect together on a 90-minute training course they attended on LGB&T inclusion and tackling HB&T bullying.

The training took place at an external venue and was attended by staff from a range of schools. All three members of staff had non-teaching roles, ranging from a safeguarding officer to a pupil behavioural support officer.

Although the staff left the training feeling more willing, confident and able to make the curriculum and school more LGB&T inclusive, they had not been able to make any changes to the school environment. They believed a key reason for this was caution among senior staff about upsetting parents of faith by making the curriculum more LGB&T inclusive.

They would have liked to do a school assembly on LGB&T inclusion but have not been able to get permission to do this yet. As a result of perceived resistance from parents, the members of staff are still waiting to get approval from their school to make changes to the curriculum.

(Teacher training, non-teaching staff, secondary school)

5.8 Further support and training

Building capacity among teachers to deal with HB&T bullying appeared to be one of the more immediately successful parts of the programme. This was seen in self-reported improvements in knowledge of strategies to deal with HB&T bullying; better ability to develop lesson plans; greater ability to deal with the link between gender stereotyping and transphobia; and better knowledge of where to find shared resources on good practice. Nonetheless, further support and training needs were identified, discussed below.

5.8.1 Further support

All initiatives which provided training sessions had given their participants the opportunity to contact their trainers or initiative leads to request further information. They also signposted to online resources that trainees would be able to access to further enrich their knowledge about HB&T bullying. One initiative sought to provide a Knowledge Exchange platform; an online space designed for all staff to access and share experiences, information and resources about HB&T bullying. Whereas another had scheduled a conference in which all its trainees could participate and exchange their experiences after completion of the programme. These two activities aimed to set up mutual support networks among trainees. It was not possible within the timeframe for this evaluation to explore whether trainees had used these resources or found them helpful.

Face-to-face input during training or as part of a whole approach was preferred by school staff. The school staff interviewees said they benefited from the direct input of initiative staff in directing them to the best resources and initiative staff helping them to make changes to their action plan. One initiative provided one-to-one follow-up, where

sessions were used for further consultation about the implementation of proposed action plans and some trainees asked the help of their initiative trainer to change their school policy. At this stage it is not possible to say whether this type of face-to-face input is the only viable mode of delivery. Remote delivery was not fully trialled as a part of the programme.

5.8.2 Follow-up training or events

School staff who had been trained to cascade learning from across the different initiatives expressed the desire for follow-up training. While one day of training for teaching and pastoral support staff was seen as enough initially, follow-up training or events were suggested as a way to 'check in' and support learning. Follow-up training was particularly requested where training was not part of a whole school approach and/or a specific activity on action planning was not included in the training.

Where school staff expressed a preference, they suggested a day or half day of training (half day for more senior staff) followed by a half day of follow-up after a sufficient period for them to begin work within their school would be ideal. It was thought that the follow-up session should:

- Be within about three months of the introductory training;
- Include presentation of an action plan at the training with reflection on work undertaken so far;
- Include discussion of challenges arising with input from the initiatives and other trainees about possible ways to resolve them;
- Include some preparatory work in advance to make best use of the time.

Specific areas where more information was felt to be needed centred on:

- Addressing the needs of transgender pupils, since this was a relatively new issue for some school staff;
- Ways to cascade learning to colleagues;
- Ways to include key issues in annual CPD to ensure commitment and consistency of practice among all staff.

5.9 Summary of key learning

Survey data showed that building capacity among teachers was perceived as one of the most successful parts of the programme. Increased feelings of competence were also linked to greater confidence to tackle HB&T bullying.

Mechanisms involved in building competence that emerged from the qualitative data were:

- **Delivery of training in a non-judgemental way** that allowed participants to make mistakes and ask questions;
- **Feeling upskilled through:**
 - Access to guidance on strategies to tackle HB&T language and bullying;
 - Provision of resources with guidance on how to implement them;
 - An opportunity to reflect on and develop current practices;
 - Post-training support to assist in implementation of learning.

Improvements in capacity among school staff and teachers included:

- Increased knowledge of strategies to deal with HB&T bullying;
- Better understanding of ways in which to develop lesson plans that allowed pupils to reflect upon, and ask questions about, factors underlying HB&T bullying;
- Better understanding of how to approach HB&T bullying, for instance by challenging the link between gender stereotyping and transphobia or integrating LGB&T inclusive curricula into SRE teaching;
- Better knowledge of where to find shared learning on good practice in preventing and tackling HB&T bullying through training and signposting by initiatives to resources.

Notwithstanding improvements in the knowledge and capacity of teachers to tackle transphobia and transphobic bullying, a significant minority surveyed still felt unprepared to develop a lesson plan to challenge these issues.

Gaps in knowledge and resources identified were:

- Dealing with concerned and 'prejudiced' parents;
- Accessing age-appropriate resources;
- An opportunity to observe a lesson addressing HB&T bullying.

Cascaded learning

There was survey evidence that the train the trainer approach appeared to work well for the people being trained. It was not possible within the timeframe for the evaluation to explore whether the cascaded approach worked at the next stage.

Factors said to improve ability to cascade learning to others included:

- An increased enthusiasm to address HB&T bullying because of the training received and the passion of the trainers;
- Feelings of increased confidence and capacity to deliver learning to others because of: being able to try out strategies during training; hearing about what had worked in other schools; a clearer vision about what needed to be done and who should be involved; and a better sense of responsibility and accountability for action to tackle HB&T bullying.

Further support and training

Signposting: all initiatives taking a cascaded approach provided resources during training and some signposted to other resources or planned further sharing of resources online.

Online support: it was too early to say in detail whether online support worked, although some interviewees held the view that it was cost-effective, allowed participants to access training at a time convenient to them and in 'manageable chunks'.

Action planning: action-planning was seen as vital to ensuring learning was transferred to others and embedded. Where this did not happen in the training or as part of a whole school approach, there was a desire for follow-up sessions.

Follow-up sessions: school staff wanted follow-up sessions to report progress against an action plan, discuss challenges, and share ideas about solutions to problems. Preparatory work was suggested to make best use of attendees' time.

Section B: Pupil and Young People Approaches

Besides work with school staff and teachers, the other part of the programme was work with children and young people. Teaching that encouraged pupils to reflect on their own views and stereotypes was considered important by school staff in NatCen's previous research⁵⁵. This was in order to raise awareness of prejudice among pupils, the nature of HB&T bullying and its harmful effects. Discussion of prejudice was proposed as a way into challenging homophobia, biphobia and transphobia, particularly in schools with greater ethnic, cultural and religious diversity. Small groups were thought to be important so that pupils could ask questions in ways that developed positive ideas about LGB&T people.

This section therefore focuses on activities targeting two key areas:

- **Raising pupil awareness:** Chapter 6 uses survey and qualitative data to explore different types of approaches and activities to raising pupil awareness. It investigates whether group discussion of the issues and increased awareness of them changed pupil attitudes towards HB&T bullying and reporting it. It also looks at whether links can be made between discussion of prejudice, stereotyping, LGB&T inclusivity and HB&T language, with HB&T bullying more widely. The initiatives involved in this work were AFT, SRtRC and Barnardo's.
- **Direct pupil support:** a key aim of the programme was to support pupils who were bullied because they identified as LGB&T, or were perceived to be LGB&T. The previous review suggested that pupils who bullied should also receive support. The initiative that most explicitly developed work to support those that identified themselves as LGB&T, victims of bullying or instigators of it was Barnardo's. E&C and EACH also attempted to make schools safer places by creating more LGB&T inclusive environments. Other initiatives also discussed pupil support as part of their school staff training (Chapters 4 and 5).

⁵⁵ Mitchell, M., Gray, M. and Beninger, K. (2014) *ibid.*

6 Raising Pupil Awareness

6.1 Introduction

This chapter focuses on initiatives that used classroom-based activities and one-off events to raise pupils' awareness of the way in which prejudices, stereotyping and casual use of HB&T language can be harmful. AFT, E&C and SRtRC were the three initiatives that most focused on raising pupil's awareness of what constitutes prejudice, discrimination or stereotyping in relation to HB&T bullying. Additionally, while Barnardo's did not directly seek to raise pupil awareness, elements of their work with pupils within a whole school approach had this effect (discussed in Chapter 7).

AFT employed a mixture of peer-led and staff-led approaches and SRtRC took an initiative staff-led approach. Both involved one-off events with pupil participation. E&C took a different approach, directing resources at teachers to use with pupils to make LGB&T issues more visible in schools. Both qualitative and quantitative measures were used to explore the extent to which:

- Pupils held prejudiced or discriminatory views against LGB&T people and whether this had improved as a result of the initiatives;
- Pupils had increased empathy toward LGB&T pupils;
- Pupils had increased confidence to challenge or report HB&T bullying, language or gender stereotyping.

All initiatives were developed with the assumption that prejudice and discrimination toward LGB&T pupils were very prevalent in schools. However, evidence from this evaluation suggests there were relatively low levels of self-reported prejudice among the pupils involved in the initiatives.

Overall the findings suggest that no single approach achieved the most change for pupils. Consequently, we have used the qualitative evidence from pupils to identify aspects of the approaches that might achieve more positive changes in the longer term. A summary of key learning for future work with pupils is provided at the end of the chapter.

6.2 Type of delivery

Pupil awareness was raised through three different types of activities, each informed by a set of underlying assumptions (shown in Table 6:1 below)⁵⁶:

⁵⁶ A fourth activity, support for LGB&T pupils and their allies who raised awareness of HB&T bullying among their peers, is discussed in Chapter 7.

| Table 6.1 Activities designed to raise pupil awareness of HB&T bullying | | |
|---|--|--|
| Type of activity | Features | Initiatives' and logic model assumptions |
| Peer-led learning and teaching | <ul style="list-style-type: none"> • Peer Guides: AFT included two types of activities, (a) one-time classroom-based activities delivered by AFT staff and (b) one-off exhibition delivered by Peer Guides⁵⁷. Both activities focused on tackling prejudice in the broader sense, with a degree of focus on prejudice and discrimination against LGB&T people. • Exhibitions: AFT supported Peer Guides to deliver short exhibitions within a school lesson. The presentation focused on Anne Frank's life, the Holocaust, persecution of Jewish people by the Nazis and of other groups, such as LGB&T people. The assumption being that drawing out the harmful consequences historically could be linked to contemporary issues, including the effects of homophobia, biphobia and transphobia. • Training of Ambassadors to disseminate new knowledge to their peers: a sub group of Peer Guides went on to become AFT Ambassadors. They received additional training with the idea that they would present what they had learnt to their peer group and sustain the learning within their schools. | AFT <ul style="list-style-type: none"> • Tackling prejudice and its harmful consequences in a broader sense will highlight that prejudice toward LGB&T people is wrong. • Pupils would be more receptive to learning from their peers. |
| Initiative staff-led events | <ul style="list-style-type: none"> • Events at football clubs: SRtRC ran one-off events led by initiative staff focused on HB&T bullying within the context of a broader discussion of prejudice at football clubs. The events included a selection of pupils who participated in a day-long interactive event outside of school, for which part of the day was given to raising awareness of HB&T bullying. | SRtRC <ul style="list-style-type: none"> • Tackling prejudice in broader sense will highlight that prejudice toward LGB or T people is wrong. |
| Whole school approaches | <ul style="list-style-type: none"> • Resources to use with pupils: E&C and Barnardo's provided resources for teachers to use in lesson planning and teaching with pupils⁵⁸ as part of a whole school approach. Examples of resources included stories of LGB&T families for use in classroom discussions focusing on LGB&T issues. Ideas were also provided about LGB&T people across the curriculum as a part of everyday teaching. For instance, teachers reported using aerial views of the Brighton Pride to discuss perimeters in maths, without necessarily discussing LGB&T issues directly. • Pupil support: Barnardo's built up groups of pupils who identified as LGB&T, who were questioning their identity and/or who considered themselves 'allies' of LGB&T pupils. The primary function of the groups was to support pupils (discussed in Chapter 7) but they also took a role in raising pupil awareness of the effects of HB&T bullying e.g. by informing school assemblies, sharing their experiences of HB&T bullying and | E&C and Barnardo's resources aimed to: <ul style="list-style-type: none"> • Improve staff confidence across the whole school to address HB&T bullying and language among young people. • Make the school a LGB&T positive and visible environment, including through the curriculum. • Groups were designed to improve the self-confidence and self-esteem of those that have been |

⁵⁷ AFT used a peer education approach which involved educating pupils to become Peer Guides and Ambassadors who then trained their peers about prejudice through exhibitions and presentations in the school.

⁵⁸ This evaluation focused on the training Barnardo's provided rather than the resources.

| Table 6.1 Activities designed to raise pupil awareness of HB&T bullying | | |
|---|--|--|
| Type of activity | Features | Initiatives' and logic model assumptions |
| | increasing visibility of LBG&T issues through exhibiting art work. | bullied through effective pastoral support. They also aimed to raise awareness of HB&T bullying among 'allies' and create future support for LGB or T pupils |

6.3 Pupil attitudes towards prejudice and discrimination

All of the initiatives working with pupils aimed to change negative attitudes towards LGB&T people. However, work with pupils did not produce changes between baseline and follow-up surveys as large as for school staff and teachers. There was limited change in attitudes to prejudice and to LGB&T people among the pupils surveyed, although the main reason for this seemed to be that pupils involved in the initiatives did not have especially prejudiced views to begin with. Another important consideration was that the period over which it was possible to gather data for pupils was usually less than that for teachers. The survey evidence suggested that it may be unrealistic to expect substantial change in pupil attitudes within the short timeframe for the programme and evaluation.

Table 6:2 shows that 51 percent of pupils attending AFT and SRtRC events thought it was never wrong for 'a boy to be in love with another boy', with limited change between baseline and follow-up of 4 percentage points. Almost a fifth of pupils still thought that it was always wrong for a boy to be in love with another boy, with a small 2 percentage point increase of pupils feeling this way at follow-up, possibly suggesting discomfort about the issues being raised, or that raising this may lead to a surfacing of homophobia or biphobia among some pupils, that would need to be addressed through further work with pupils. This may be because pupils have not discussed or been asked to justify their views on LGB&T people before. Such discomfort, however, was not expressed by the pupils interviewed.

There was limited change in pupil attitudes for both AFT and SRtRC, although there did appear to be a degree of difference between baseline and follow-up percentages when the figures for AFT and SRtRC were disaggregated. AFT started with 44 percent of pupils who thought it was never wrong for a boy to be in love with another boy with the equivalent figure for SRtRC being 54 percent. This may reflect that AFT possibly had a harder task because they set out to work specifically in areas of higher religious and ethnic diversity, where it was supposed that some pupils and their families might have less accepting views of homosexuality, bisexuality and transgender⁵⁹. By comparison,

⁵⁹ Follow-up surveys for both initiatives were analysed at the group level, rather than an individual level. It was not possible to attach individual identifiers to pupils' responses because of the significant burden this would have placed on initiative staff, trainers and schools. We recognise that this may lead to sampling bias at follow-up depending on which pupils dropped out of the

SRtRC worked across a range of areas, some of which included areas of high ethnic and religious diversity.

| Baseline data | | Follow-up data | |
|--------------------|------|--------------------|------|
| Always wrong | 17% | Always wrong | 19% |
| Sometimes wrong | 15% | Sometimes wrong | 13% |
| Never wrong | 51% | Never wrong | 55% |
| Don't know | 15% | Don't know | 12% |
| No answer selected | 2% | No answer selected | 2% |
| Base | 1139 | Base | 1082 |

- Includes data from AFT and SRtRC. The combined percentage of follow-up responses compared to baseline was 95%. For AFT it was 92% and for SRtRC it was 96%.
- Follow-up data was collected on the same day after the end of their activities for both AFT and SRtRC.
- Further details on the collection of survey data are shown in Appendix E.

Table 6:3 shows a similar pattern to that above, when results were examined 'for a girl in love with another girl'. 54 percent of pupils surveyed said that they thought it was never wrong for a girl to be in love with another girl at baseline. This increased by four percentage points to 59 percent at follow-up.

| Baseline data | | Follow-up data | |
|--------------------|------|--------------------|------|
| Always wrong | 14% | Always wrong | 15% |
| Sometimes wrong | 16% | Sometimes wrong | 13% |
| Never wrong | 54% | Never wrong | 59% |
| Don't know | 14% | Don't know | 11% |
| No answer selected | 2% | No answer selected | 2% |
| Base | 1116 | Base | 1076 |

- Includes data from AFT and SRtRC. The combined percentage of follow-up responses compared to baseline was 96%. For AFT it was 92% and for SRtRC it was 98%.
- Follow-up data was collected on the same day and after the end of their activities for both AFT and SRtRC.
- Further details on the collection of survey data are shown in the Appendix E.

The pupils participating in the AFT and E&C initiatives also mostly showed positive and accepting views of differences associated with transgender⁶⁰. Table 6:4 shows that, of the pupils surveyed, 63 percent said they would be friends with a boy who looked like a

survey. However, attrition was relatively low for pupils compared to school staff with more control of which pupils took part at both data collection points.

⁶⁰ We recognise that the concept of transgender does not necessarily imply a difference between sex and gender identity or imply certain ways of dressing or appearing (e.g. for people who consider themselves both genders, neither or poly-gender). Relatively simplistic views of transgender were used because of the need to employ questions that children and young people were able to understand.

girl at baseline. This increased by 7 percentage points at follow-up to 70 percent. Virtually the same change was shown in relation to the idea of pupils being friends with a girl who looked like a boy (see Table 6:5).

| Table 6:4 "I would be friends with a boy who looked like a girl" | | | |
|--|-----|--------------------|-----|
| Baseline data | | Follow-up data | |
| Yes | 63% | Yes | 70% |
| No | 7% | No | 8% |
| Don't know | 24% | Don't know | 18% |
| No answer selected | 4% | No answer selected | 2% |
| Prefer not to say | 2% | Prefer not to say | 3% |
| Base | 739 | Base | 986 |

- Includes data from AFT and E&C. The combined percentage of follow-up responses compared to baseline was 133%. For AFT it was 92% and for E&C it was 163%⁶¹.
- Follow-up data was collected on the same day and after the end of their activities for AFT and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

| Table 6:5 "I would be friends with a girl who looked like a boy" | | | |
|--|-----|--------------------|-----|
| Baseline data | | Follow-up data | |
| Yes | 66% | Yes | 71% |
| No | 8% | No | 7% |
| Don't know | 20% | Don't know | 17% |
| No answer selected | 5% | No answer selected | 3% |
| Prefer not to say | 2% | Prefer not to say | 3% |
| Base | 738 | Base | 981 |

- Includes data from AFT and E&C. The combined percentage of follow-up responses compared to baseline was 132%. For AFT it was 92% and for E&C it was 162%⁶².
- Follow-up data was collected on the same day and after the end of their activities for AFT and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

6.4 Peer-led events

This section looks at the perceived effects of peer-led events employed by AFT on pupil attitudes. As discussed above, AFT used a peer education approach which involved educating pupils to train their peers about prejudice, discrimination and their effects in general, as well as about prejudice against LGB&T people specifically. This was done with a view to increasing their knowledge and changing attitudes towards LGB&T people. Table 6.6 outlines the features and variation of the AFT peer-led events described by pupils who took part in focus groups and interviews.

⁶¹ See Section 2.3.

⁶² See previous footnote.

| Table 6.6 Peer-led events | |
|---------------------------|---|
| Features of training | Variation |
| Focus of events | <ul style="list-style-type: none"> Exhibitions focused on showing how the Jewish Holocaust affected people's lives and the discrimination experienced by wider groups at the time e.g. people identifying as LGB. Discussion of contemporary prejudice and discrimination issues, including LGB&T discrimination e.g. lyrics in rap music which describe shooting people because they are gay. |
| Activity | <ul style="list-style-type: none"> Exhibitions: Peer Guides talked through a set of panels which detailed the life of Anne Frank and prejudice occurring during the Holocaust. There was recognition that prejudice was wider than just Jewish people and included persecution of people who identified as LGB&T. Classroom activities: classroom workshops involved two AFT trainers delivering a range of activities. These included a quiz with questions from the exhibition and hearing a personal story from a gay and transgender person. The training of Ambassadors and Peer Guides was linked to a set of workshops delivered by AFT trainers. Ambassadors are a sub-group of Peer Guides who received additional training with a view they would continue to cascade knowledge from further training to their peers. |
| Recipients targeted | <ul style="list-style-type: none"> Tiers of education: Year 7,8 and 9 Number of schools included in evaluation: 2 |
| Format | <ul style="list-style-type: none"> Setting: Peer Guide training took place within a school setting; Ambassador training happened outside of a school setting. Exhibitions facilitated by Peer Guides were run in school halls. Workshops led by initiative staff took place during school lessons. Duration: Peer Guide training lasted one day; Ambassador training lasted two days; exhibitions and workshops lasted one school period, so 50 minutes to one hour. Number of attenders: 20-30 pupils within each training session. |

6.4.1 Perceived effects of peer-led events

Peer-led pupil events had a number of aims, some of which they shared with initiative staff-led events. Common aims included:

- Improved pupil understanding of prejudice and/or stereotyping and their effects;
- A combined reduction in prejudice and increase in empathy for people experiencing prejudice;
- Improved confidence to challenge or report prejudice and/or HB&T bullying.

An assessment of the extent to which the peer-led approach achieved each of these aims - in some cases relative to other approaches - is set out below.

Improved understanding of prejudice and its effects

AFT Peer Guides, Ambassadors and pupils said during the focus groups that they thought they had a better understanding of the nature of prejudice and its potentially

harmful effects as a result of taking part in AFT activities. This was also born out in the survey data.

For example, the findings shown in Table 6:7 indicate that pupils (including Peer Guides and Ambassadors) who participated in AFT initiatives felt they had a good understanding of prejudice, and specifically that it is wrong to call people names if they are different from you. The table shows that 79 percent of pupils surveyed felt this way at baseline. The equivalent figure at follow-up was 83 percent. Notably, no pupils thought it was 'never wrong' to call people who are 'different from you' names after the activities.

| Baseline data | | Follow-up data | |
|--------------------|-----|--------------------|-----|
| Always wrong | 79% | Always wrong | 83% |
| Sometimes wrong | 10% | Sometimes wrong | 8% |
| Never wrong | 2% | Never wrong | - |
| Don't know | 1% | Don't know | 3% |
| No answer selected | 8% | No answer selected | 6% |
| Base | 310 | Base | 286 |

- Includes data from AFT only.
- There were 92% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activities.
- Further details on the collection of survey data are shown in Appendix E.

The Peer Guides and Ambassadors interviewees explained that presenting at the exhibitions enabled them to begin to develop an understanding of what constitutes discriminatory language and behaviour and that it is wrong. One pupil said, for instance, that by learning about Anne Frank's story, and hearing about other examples of prejudice and persecution, they had a better understanding that: *'Everyone, although they may be different [...] they are all normal that you shouldn't judge due to a preconception or because you don't agree with their choice'* (Ambassador, AFT).

The focus primarily on prejudice per se, with HB&T bullying as a specific type of prejudice, meant however that for the pupils interviewed, the overall message of the programme being about preventing and tackling HB&T bullying was not always understood. Pupils in the groups said that, while they understood the idea that prejudice can lead to harmful effects, they did not automatically associate this with prejudice against LGB&T people. They did acknowledge, however, that this had been discussed or at least touched upon in different parts of the training.

The survey evidence suggested a small four percentage point increase in the percentage of pupils who thought it was 'always wrong [...] to be unkind to someone just because they are attracted to people of their own sex' (see Table 6:8). AFT achieved a nine percentage point increase in pupils who felt this way compared to an equivalent four percentage point increase for SRtRC. While such changes in the survey data are small and cannot be conclusive, pupils in the focus groups did tell us that the peer-led approach helped them to consolidate their personal learning on these points.

Table 6.8 “I think it is wrong to be unkind to someone just because they are attracted to people of their own sex”

| Baseline data | | Follow-up data | |
|--------------------|------|--------------------|------|
| Always wrong | 65% | Always wrong | 70% |
| Sometimes wrong | 14% | Sometimes wrong | 12% |
| Never wrong | 7% | Never wrong | 8% |
| Don't know | 11% | Don't know | 8% |
| No answer selected | 2% | No answer selected | 2% |
| Base | 1146 | Base | 1096 |

- Includes data from AFT and SRtRC. The combined percentage of follow-up responses compared to baseline was 96%. For AFT it was 92% and for SRtRC it was 97%.
- Follow-up data was collected on the same day and after the end of their activities for both AFT and SRtRC.
- Further details on the collection of survey data are shown in Appendix E.

Reduced prejudice and increased empathy

As discussed above, both AFT and SRtRC aimed to reduce prejudice and increase empathy towards LGB&T people. Overall, the survey results suggested that there was likely to be very limited change in attitudes towards homophobic and biphobic bullying – as shown in Tables 6:9 and 6:10 below – but a little more change in relation to transgender and transphobia.

Table 6.9 “I think it is wrong to bully a boy because he is attracted to another boy”

| Baseline data | | Follow-up data | |
|--------------------|------|--------------------|------|
| Always wrong | 74% | Always wrong | 73% |
| Sometimes wrong | 8% | Sometimes wrong | 8% |
| Never wrong | 8% | Never wrong | 10% |
| Don't know | 8% | Don't know | 8% |
| No answer selected | 2% | No answer selected | 2% |
| Base | 1144 | Base | 1093 |

- Includes data from AFT and SRtRC. The combined percentage of follow-up responses compared to baseline was 96%. For AFT it was 92% and for SRtRC it was 97%.
- Follow-up data was collected on the same day and after the end of their activities for both AFT and SRtRC.
- Further details on the collection of survey data are shown in Appendix E.

Table 6.10 “I think it is wrong to bully a girl because she is attracted to another girl”

| Baseline data | | Follow-up data | |
|--------------------|------|--------------------|------|
| Always wrong | 73% | Always wrong | 74% |
| Sometimes wrong | 9% | Sometimes wrong | 8% |
| Never wrong | 8% | Never wrong | 9% |
| Don't know | 8% | Don't know | 7% |
| No answer selected | 2% | No answer selected | 2% |
| Base | 1120 | Base | 1068 |

- Includes data from AFT and SRtRC. The combined percentage of follow-up responses compared to baseline was 95%. For AFT it was 92% and for SRtRC it was 97%.
- Follow-up data was collected on the same day and after the end of their activities for both AFT and SRtRC.
- Further details on the collection of survey data are shown in Appendix E.

This at first sight seems disappointing but there are many reasons why there may seem to be little or no change in attitudes. A high percentage of pupils (almost three-quarters) said they did not hold prejudiced views while only 10 per cent did. This may arise from a social desirability affect, although allowing for this it is likely that the proportion of pupils holding positive views will be relatively high compared to the population as a whole⁶³.

It is also true that attitudinal change can take time, with the need to remember that pupil data was often collected before and after an initiative activity on the same day or very soon after. Indeed, qualitative evidence from the case studies suggested that the activities had started pupils thinking critically about their own views and stereotypes with the prospect that their views might be changed or consolidated in the future.

Table 6:11 shows a small, five percentage point increase in pupils who thought it was ‘always [...] wrong to bully a boy because he looks or acts like a girl’.

Table 6.11 “I think it is wrong to bully a boy because he looks or acts like a girl”

| Baseline data | | Follow-up data | |
|--------------------|------|--------------------|------|
| Always wrong | 64% | Always wrong | 71% |
| Sometimes wrong | 14% | Sometimes wrong | 11% |
| Never wrong | 10% | Never wrong | 11% |
| Don't know | 9% | Don't know | 6% |
| No answer selected | 2% | No answer selected | 2% |
| Base | 1153 | Base | 1073 |

- Includes data from AFT and SRtRC. The combined percentage of follow-up responses compared to baseline was 93%. For AFT it was 92% and for SRtRC it was 93%.
- Follow-up data was collected on the same day and after the end of their activities for both AFT and SRtRC.
- Further details on the collection of survey data are shown in Appendix E.

⁶³ British Social Attitudes 30, Personal relationships: <http://www.bsa.natcen.ac.uk/latest-report/british-social-attitudes-30/key-findings/personal-relationships.aspx>

Table 6.12 indicates a similar small apparent increase in those showing empathy towards a girl who looks or act like a boy. Baseline survey responses suggested that 65 percent of pupils said that it was always wrong to bully a girl because she looks or acts like a boy. This increased by seven percentage points to 72 percent at follow-up. Again, we cannot be sure that such a small change was due to programme activities or other factors.

| Baseline data | | Follow-up data | |
|--------------------|------|--------------------|------|
| Always wrong | 65% | Always wrong | 72% |
| Sometimes wrong | 14% | Sometimes wrong | 10% |
| Never wrong | 11% | Never wrong | 9% |
| Don't know | 8% | Don't know | 7% |
| No answer selected | 2% | No answer selected | 2% |
| Base | 1112 | Base | 1057 |

- Includes data from AFT and SRtRC. The combined percentage of follow-up responses compared to baseline was 95%. For AFT it was 92% and for SRtRC it was 96%.
- Follow-up data was collected on the same day and after the end of their activities for both AFT and SRtRC.
- Further details on the collection of survey data are shown in Appendix E.

Confidence to challenge or report HB&T bullying

Both AFT and SRtRC encouraged pupils to challenge prejudice, discrimination and HB&T bullying or to report it to an appropriate person such as a teacher. A broader aim was to provide pupils with the confidence to ‘say something’. The survey evidence below suggests that the peer-led, prejudiced-focused approach adopted by AFT did not appear to improve pupils’ willingness very much in terms of saying something to the person bullying a pupil or to a teacher. Table 6:13 shows a five percentage point increase from baseline to follow-up for pupils who said they would say something to the bully or a teacher if they saw a girl or boy being bullied because they were attracted to someone of their own sex.

Table 6.13 “If I saw a girl or boy being bullied because they are attracted to someone of their own sex I would say something to the bully or a teacher”

| Baseline data | | Follow-up data | |
|--------------------|-----|--------------------|-----|
| Yes | 61% | Yes | 66% |
| No | 7% | No | 8% |
| Don't know | 21% | Don't know | 17% |
| No answer selected | 11% | No answer selected | 8% |
| Base | 310 | Base | 286 |

- Includes data from AFT only.
- There were 92% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

There was also a limited increase (3 percentage points) in pupils who would say something to the bully or a teacher if they saw someone being bullied because they are different from what people think a girl or boy should look like (Table 6:14). In both Tables 6:13 and 6:14 it is important to note that a relatively high percentage of pupils did not select a response. This may indicate reluctance to answer the question or confusion over what the question meant.

Table 6.14 “If I saw someone being bullied because they are different from what people think a girl or boy should look like I would say something to the bully or a teacher”

| Baseline data | | Follow-up data | |
|--------------------|-----|--------------------|-----|
| Yes | 63% | Yes | 66% |
| No | 5% | No | 8% |
| Don't know | 21% | Don't know | 17% |
| No answer selected | 11% | No answer selected | 8% |
| Base | 310 | Base | 286 |

- Includes data from AFT only.
- There were 92% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

When the statement no longer identifies who the pupil should ‘say something’ to (i.e. the bully or teacher) the number of pupils prepared to say something appears to show more of an increase. Table 6:15 shows a 10 percentage point increase from baseline to follow-up in pupils who said they would say something if they saw someone being bullied because they are attracted to someone of their own sex. One reason for this might be that the statement no longer specifies saying something to the bully themselves, which could potentially discourage pupils.

Table 6.15 “I would say something if I saw someone being bullied because they are attracted to someone of their own sex”

| Baseline data | | Follow-up data | |
|--------------------|-----|--------------------|-----|
| Yes | 51% | Yes | 61% |
| No | 10% | No | 10% |
| Don't know | 30% | Don't know | 22% |
| No answer selected | 9% | No answer selected | 7% |
| Base | 310 | Base | 286 |

- Includes data from AFT only.
- There were 92% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

Comparison of the above three tables with the one-off events focusing on challenging HB&T stereotypes used by SRtRC at first seems unfavourable. However the SRtRC events had a higher proportion of pupils who said they would report to a teacher if they saw a pupil 'being bullied because he/she is attracted to a boy/ girl' before the initiative.

Table 6:16 seems to show a limited change in whether pupils said they would report to a teacher 'if they saw a boy being bullied because he is attracted to another boy'. Around three quarters of respondents at both baseline and follow-up said they would report it to a teacher. Similarly, there was a limited shift between baseline and follow-up in pupils who would not report a bullying incident to a teacher.

Table 6.16 “If you saw a boy being bullied because he is attracted to another boy would you report it to a teacher”

| Baseline data | | Follow-up data | |
|---------------|-----|----------------|-----|
| Yes | 75% | Yes | 76% |
| No | 12% | No | 13% |
| Don't know | 12% | Don't know | 11% |
| Base | 842 | Base | 799 |

- Includes data from SRtRC only.
- There were 95% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

Table 6:17 shows a similar picture for pupils saying they would report bullying of a girl because she was attracted to another girl. Again, a high percentage of pupils at baseline (77 percent) said they would report this type of homophobic bullying. There was a small decline at the follow-up stage to 76 percent saying they would report this type of homophobic bullying, although it is not possible to say if this was statistically significant or due to chance.

Table 6.17 “If you saw a girl being bullied because she is attracted to another girl would you report it to a teacher”

| Baseline data | | Follow-up data | |
|---------------|-----|----------------|-----|
| Yes | 77% | Yes | 76% |
| No | 10% | No | 11% |
| Don't know | 14% | Don't know | 12% |
| Base | 835 | Base | 778 |

- Includes data from SRtRC only.
- There were 93% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

A similar pattern of high numbers of pupils saying they would report pupils at baseline, with little change at follow-up, also occurred in relation to whether pupils would report to a teacher if they saw someone was being bullied because they are different to what people think a girl or boy should look like’ (Table 6:18).

Table 6.18 “If you saw someone being bullied because they are different to what people think a girl or boy should look like I would report it to a teacher”

| Baseline data | | Follow-up data | |
|---------------|-----|----------------|-----|
| Yes | 75% | Yes | 77% |
| No | 12% | No | 10% |
| Don't know | 13% | Don't know | 13% |
| Base | 847 | Base | 785 |

- Includes data from SRtRC only.
- There were 93% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

6.4.2 Do peer-led activities appear to work?

Although analysis of the survey data alone (above) suggests that peer-led activities had little effect in tackling prejudice against LGB&T people and HB&T bullying, qualitative data showed that pupils had some understanding that homophobia, biphobia and transphobia were wrong and of the possible consequences of using HB&T language. The qualitative data also suggested ways in which the role of peer-led learning might be improved if the focus of the learning was changed and aspects of peer-learning were enhanced. Elements of the peer-led approach that may facilitate these positive changes (based on focus groups with pupils) are summarised in Table 6:19 below.

Another assumption about the peer-led approach was that pupils would gain knowledge and skills that would enable them to pass on anti-prejudice messages to other pupils. The observations and focus groups found that while Peer Guides and Ambassadors

gained personal skills in presenting that helped consolidate their learning, pupils interviewed said that they did not feel sufficiently confident to communicate more complex messages about homophobia, biphobia or transphobia to their peers⁶⁴. They did, however, have an understanding that homophobia, biphobia and transphobia were wrong and had begun to understand the possible consequences of the use of HB&T language e.g. that flippant and derogatory use of the word ‘gay’ was hurtful, and such lesser prejudices could lead to more serious persecution of lesbian and gay people.

| Response | Aspects of peer training which elicited response |
|---|---|
| Improved understanding of prejudice and its effects | <p>Pupils in the focus groups said that the training they received helped them understand, to some extent, how they could use information they were given to convey messages to their peers:</p> <ul style="list-style-type: none"> • Use of historical examples of prejudice and its effects to draw tangible comparisons to contemporary life: for example, use of a rap song to draw similarities with the experiences of prejudice against Jewish people leading up to the Holocaust. Pupils observed and interviewed also made links between the casual use of the word ‘gay’ in a derogatory sense and how this could lead to harm. Some pupils observed made links to examples of statements by Donald Trump, the current United States Republican Party candidate for President, and what they considered prejudiced remarks about Mexican people and women. • Shared knowledge among peers: pupils that were interviewed were able to share examples of prejudice that they and others had experienced as part of their training for Ambassador presentations. |
| Reduced prejudice and increased empathy | <ul style="list-style-type: none"> • By learning about historical examples of prejudice and making contemporary comparisons, pupils began to make links between those experiences and their own. Peer Guides said they could ‘put themselves in their shoes’ and understand what negative experience of prejudice and discrimination must be like. |
| Increased confidence to challenge HB&T bullying | <ul style="list-style-type: none"> • Delivering training to other school pupils helped Peer Guides to digest the learning and feel more justified in their views where they believed prejudice was wrong. Observations showed that pupils gained important presentational skills but they appeared to gain more confidence of presenting in front of others, rather than gaining confidence to communicate the substance of what they had learnt. This was confirmed at interview. |
| Ability to cascade learning to other pupils | <ul style="list-style-type: none"> • Views about whether pupils believed that information from their peers would be listened to more than from teachers were mixed. Some Peer Guides and Ambassadors reported they were more likely to listen when it was a friend rather than a teacher or someone they did not know. However, observations revealed that some pupils misbehaved when pupils were presenting to them. In these cases, Peer Guides thought it was better to present to pupils younger than them rather than to pupils in their year group. • Issues related to presenting exhibitions and information about prejudice and discrimination to peers. Peer Guides expressed initial concern and fear about presenting to other pupils. Despite this, they said that providing them with knowledge and understanding of the topic area engendered confidence in a) their ability to tackle the |

⁶⁴ Ambassadors were interviewed mid-way through their training when they were formulating workshops to deliver in their schools or in feeder primary schools. It was not possible to say from the data collected whether their confidence would have improved later on.

Table 6.19 Peer-led events, cascading of learning and underlying mechanisms

| | |
|--|--|
| | <p>issues around prejudice and discrimination b) to use their presentational skills again in the future.</p> <ul style="list-style-type: none"> • Peer Guides and Ambassadors understood the basic messages that prejudice is wrong and could have harmful consequences but were less confident about conveying complex messages about homophobia, biphobia and transphobia to others. |
|--|--|

6.4.3 External factors

There were two contextual factors external to the AFT peer-led events which influenced their delivery and perceived impact. These were:

- **Challenging behaviour disrupting peer-led events:** This related to both internal and external factors. In terms of internal factors, the initiative assumed peer-to-peer education was effective. Researcher observations, however, suggested that in some instances it was not, due to pupils not listening to their peers. An external factor related to more general negative behaviour at particular schools which caused disruption to the exhibition and impeded on the time Peer Guides had to present the exhibition to pupils.
- **A perception that ‘good’ students were chosen as Peer Guides:** Peer Guides and Ambassadors involved in focus groups saw themselves as individuals who were already committed to challenging prejudice and discrimination, which could suggest they were more amenable to tackling prejudice and discrimination to begin with⁶⁵. Nonetheless, this indicated that there were pupils who could be mobilised to communicate non-discriminatory messages to their peers given the right level of information, training and ongoing support.

6.5 Initiative staff-led events

6.5.1 Types of delivery

SRtRC delivered events led by initiative staff. These focused on raising pupils’ awareness of stereotyping of LGB&T people as well as other groups. The events were designed to reduce prejudice, increase empathy, build confidence to challenge prejudice, and ultimately to prevent HB&T bullying. This built on SRtRC’s previous work on racism and extended similar principles and new ideas developed to tackle homophobia, biphobia and transphobia. An outline of the events is detailed in Table 6:20 below.

⁶⁵ Rather than ‘good’ students, Peer Guides were students from specific groups (e.g. those disaffected with school, with confidence or self-esteem issues, at danger of exclusion, with behavioural issues and those displaying bullying behaviour), as well as those from the general school population without such issues.

| Features of training | Variation |
|----------------------|--|
| Focus of events | <ul style="list-style-type: none"> • To equip young people with critical thinking skills, help them explore stereotypes in a safe environment, evaluate language and terminology, and reflect on their existing prejudice. The events covered racism, HB&T and other forms of stereotyping. |
| Recipients targeted | <ul style="list-style-type: none"> • Targeted at a range of years from 5-9. |
| Format | <ul style="list-style-type: none"> • Setting: all held at football stadiums. • Duration: day-long events. • Number of attendees: 50-70 attendees from different schools. A mix of boys and girls, with inclusion of pupils from disadvantaged communities and different educational levels. |
| Activity | <ul style="list-style-type: none"> • Three separate workshops: one focused on racism, another focused on HB&T bullying and then a tour of the football stadium. • Videos were shown during lunch, one which focused on racism and another on homophobia. • Q&A with football players: in the afternoon pupils completed a question and answer session with current and ex-footballers. These focused on footballers' experiences of discrimination. • Equivalent time: all workshops gave equal time to racism and HB&T bullying. In one (observed) instance, the question and answer session was reduced from 30 to 10 minutes. |

6.5.2 Perceived effect of initiative staff-led events

The extent to which there were improvements achieved through SRtRC activities in terms of pupil attitudes, prejudices, empathy and confidence to challenge HB&T bullying were discussed in comparison to peer-led approaches in Section 6.3. A particular focus of SRtRC activities, however, was challenging the use of HB&T language and gender stereotyping. The survey and some qualitative evidence appeared to indicate that, although changes in pupil attitudes were still small compared to those achieved with teachers, initiative staff-led events appeared to achieve slightly larger positive changes compared to peer-led events. Changes in this respect are discussed in the sections that follow.

Challenging HB&T language and gender stereotyping

The survey and qualitative data from pupils involved in initiative staff-led activities appeared to show positive changes in a number of ways. These were:

- Increased awareness of HB&T stereotypes and language and why they are wrong;
- Ability to critically reflect on why pupils stereotype people.

Challenging HB&T language was one area where there appeared to be greatest change among pupils surveyed who attended the SRtRC activities; although most pupils thought that it was already wrong to use such language. Table 6:21 shows that there were already a high percentage of pupils who understood that using the word 'gay' in a 'bad way' was wrong. 62 percent of respondents at baseline said they thought it was 'always wrong [...] to call someone 'gay' when it is meant in a bad way'. The follow-up survey indicated an increase in this respect of 15 percentage points, with 77 percent of pupils indicating that calling someone gay in a bad way was always wrong after the activities.

Table 6.21 “It is wrong to call someone 'gay' when it is meant in a bad way”

| Baseline data | | Follow-up data | |
|-----------------|-----|-----------------|-----|
| Always wrong | 62% | Always wrong | 77% |
| Sometimes wrong | 21% | Sometimes wrong | 15% |
| Never wrong | 5% | Never wrong | 4% |
| Don't know | 12% | Don't know | 3% |
| Base | 839 | Base | 718 |

- Includes data from SRtRC only.
- There were 86% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

Table 6:22 shows similar results, again with a high proportion of pupils that understood terms such as ‘lesbian’ should not be used in a negative way. 63 percent of pupils at baseline said it was ‘always wrong [...] to call someone a ‘lesbian’ when it is meant in a bad way’. The follow-up survey again indicated an increase of 16 percentage points of pupils saying it was always wrong (with 79 percent of pupils now expressing this view). This appears to show a degree of positive progress in challenging inappropriate use of the words ‘gay’ or ‘lesbian’ through the type of activities employed.

Table 6.22 “It is wrong to call someone a 'lesbian' when it is meant in a bad way”

| Baseline data | | Follow-up data | |
|-----------------|-----|-----------------|-----|
| Always wrong | 63% | Always wrong | 79% |
| Sometimes wrong | 18% | Sometimes wrong | 12% |
| Never wrong | 5% | Never wrong | 4% |
| Don't know | 14% | Don't know | 5% |
| Base | 772 | Base | 791 |

- Includes data from SRtRC only.
- There were 102% of responses at follow-up compared to baseline⁶⁶. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

More complex messages about gender stereotyping and its link with homophobia, biphobia and transphobia also showed a degree of positive movement, although the overall picture from the findings was more mixed. Table 6:23 below shows that as a result of the activities there was a 17 percentage point increase in pupils at follow-up compared to baseline who thought that it was always wrong to call a boy a ‘sissy’. While this suggests an important improvement, this however meant that collectively a high percentage of pupils thought it was only sometimes wrong or never wrong. The data was especially characterised by a high proportion of ‘don’t know’ responses.

⁶⁶ See Section 2.3.

Table 6.23 “What about calling a boy a sissy?”

| Baseline data | | Follow-up data | |
|-----------------|-----|-----------------|-----|
| Always wrong | 31% | Always wrong | 48% |
| Sometimes wrong | 31% | Sometimes wrong | 28% |
| Never wrong | 7% | Never wrong | 8% |
| Don't know | 31% | Don't know | 16% |
| Base | 820 | Base | 803 |

- Includes data from SRtRC only.
- There were 98% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

Table 6:24 showed a similar mixed picture in terms of understanding the link between gender stereotyping and homophobia, biphobia and transphobia to the table above. There was a 13 percentage point increase in pupils who thought it was always wrong to call a girl a ‘tomboy’ or ‘butch’, although most pupils still thought it was only ‘sometimes wrong’. The fact that pupils thought that it was only sometimes wrong to use such words may reflect the sexist idea that for a girl to be like a boy is acceptable, while for a boy to be like a girl means a step down in status. It was notable that 12 percent of pupils at follow-up still thought it was never wrong to call a girl a tomboy or butch.

Table 6.24 “And calling a girl a tomboy or butch?”

| Baseline data | | Follow-up data | |
|-----------------|-----|-----------------|-----|
| Always wrong | 17% | Always wrong | 30% |
| Sometimes wrong | 51% | Sometimes wrong | 47% |
| Never wrong | 14% | Never wrong | 12% |
| Don't know | 18% | Don't know | 11% |
| Base | 840 | Base | 801 |

- Includes data from SRtRC only.
- There were 95% of responses at follow-up compared to baseline. Sample size relates to the number of pupils attending the events.
- Follow-up data was collected on the same day and after the end of the activity.
- Further details on the collection of survey data are shown in Appendix E.

Mechanisms underpinning initiative staff-led events

Qualitative evidence from observations and pupil focus groups identified mechanisms that helped achieve other key outcomes of the initiative staff-led events, described in Table 6:25 below. In particular, they identified the importance of encouraging critical reflection, the importance of discussion and learning from others, and the need for equivalent time allocated to homophobia, biphobia and transphobia relative to other forms of prejudice and discrimination.

| Response | Aspects of peer training and peer-run events which elicited response |
|--|--|
| Critical reflection on gender stereotyping, the use of HB&T and realisation that opinions must be justified | <p>Awareness of homophobia, biphobia and transphobia was generated through discussion and self-reflection. Pupils who took part in focus groups explained that exercises which detailed common stereotypical terminology, such as ‘tomboy’ made them reflect on how much they used or heard these terms, as well as making them aware that the terms should not be used. Key elements in generating this self-reflection were:</p> <ul style="list-style-type: none"> • Ability to listen to other pupils’ views and compare and contrast them with their own (especially where other pupils had more positive views of LGB&T people). Better understanding through discussion of issues, for example, as groups tried to work through their understanding of them collectively. • Pupils found interactive sessions more interesting: pupils were given the opportunity to actively participate by asking questions and giving opinions. However the limited timeframe meant it was not possible to take questions from every pupil. |
| Confidence to challenge peers who use negative terms | Pupils reported that the sessions gave them information they needed to challenge misunderstandings or inadvertent prejudice of other pupils. |
| Equivalent treatment | Variable focus on HB&T & LGB&T issues. The focus on these issues varied across events. For example, at one event LGB&T issues were given equivalence to the racism workshop while at other events, they were given disproportionately less focus. |

6.6 Whole school approaches

A final approach to raising pupil awareness of HB&T bullying, was by promoting LGB&T issues within the curriculum, which came through the whole school approach used by E&C. In particular, the approach aimed to develop teaching resources to use with pupils. The resources included lesson plans and books that could be used to raise pupils’ awareness of prejudice against LGB&T people. The work of E&C is additionally interesting because of their work with pupils with SEN.

6.6.1 Perceived effects of pupil resources

It was difficult to gauge the effect that pupil resources (e.g. story books about same-sex parents) had on young people because they were part of a whole school approach where it was not possible to distinguish the value of this work from the work of the school more widely. For instance, pupils may not have been aware that specific resources were part of the programme or distinguish them from learning more generally. Qualitative evidence therefore came from interviews with school staff. ECCOs said at interview that they thought the resources they had used with pupils had worked because they:

- Increased teacher confidence to address the use of HB&T language;
- Facilitated a more open and honest dialogue between the pupils and their teachers;
- Encouraged recognition of respect for difference and diversity among their pupils.

Regarding this latter approach, AFT and E&C aimed to increase respect for diverse groups, including LGB&T people. To this end, Table 6:26 shows a small increase from 67 percent to 74 percent for pupils saying that they would be friends with a boy who is attracted to another boy from baseline survey to follow-up. Comparing initiatives, both AFT and E&C appeared to increase the percentage of pupils who said they would be friends with a boy who is attracted to another boy by four percentage points. E&C, however, had a much higher percentage of pupils at baseline who agreed with the statement (79 percent) than AFT (51 percent). The percentage point change is too small to be able to say with confidence whether the changes were real or due to chance.

Table 6.26 “I would be friends with a boy who is attracted to another boy”

| Baseline data | | Follow-up data | |
|--------------------|-----|--------------------|-----|
| Yes | 67% | Yes | 74% |
| No | 9% | No | 8% |
| Don't know | 18% | Don't know | 12% |
| No answer selected | 4% | No answer selected | 2% |
| Prefer not to say | 3% | Prefer not to say | 3% |
| Base | 745 | Base | 995 |

- Includes data from AFT and E&C. The combined percentage of follow-up responses compared to baseline was 134%. For AFT it was 92% and for E&C it was 163%⁶⁷.
- Follow-up data was collected on the same day and after the end of the activities for AFT and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

Table 6:27 focuses on girls attracted to other girls. A higher percentage of pupils said they would be friends with a girl who is attracted to another girl at both baseline and follow-up (71 percent and 79percent respectively) compared to their views towards being friends with a boy who is attracted to another boy. Again, both AFT and E&C appeared to achieve a similar degree of change in views. AFT achieved an increase of seven percentage points in the number of pupils who said they would be friends with a girl who is attracted to another girl. E&C achieved a four percentage point increase.

⁶⁷ See above.

| Baseline data | | Follow-up data | |
|--------------------|-----|--------------------|-----|
| Yes | 71% | Yes | 79% |
| No | 6% | No | 6% |
| Don't know | 10% | Don't know | 11% |
| No answer selected | 4% | No answer selected | 2% |
| Prefer not to say | 7% | Prefer not to say | - |
| Base | 743 | Base | 991 |

- Includes data from AFT and E&C. The combined percentage of follow-up responses compared to baseline was 133%. For AFT it was 92% and for E&C it was 163%⁶⁸.
- Follow-up data was collected on the same day and after the end of the activities for AFT and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

These differences were not sufficient to make a definitive statement on whether one approach was better than the other. Further work is also needed to establish whether changes in views among pupils are directly linked to specific resources developed as a part of the programme.

Table 6:28 shows a similar picture for respecting characteristics associated with transgender. As with Tables 6:26 and 6:27 above, both AFT and E&C appeared to achieve small positive changes in pupil views. There was a seven percentage point increase in pupils who said they would be friends with a boy who looked like a girl for AFT (from 50 percent to 57 percent) and a three percentage point increase for E&C (from 72 percent to 75 percent). When combined at the programme level the initiatives achieved a seven percentage point increase. Notably the proportion of pupils answering ‘don’t know’ is also relatively high, perhaps denoting a degree of confusion among pupils.

| Baseline data | | Follow-up data | |
|--------------------|-----|--------------------|-----|
| Yes | 63% | Yes | 70% |
| No | 7% | No | 8% |
| Don't know | 24% | Don't know | 18% |
| No answer selected | 4% | No answer selected | 2% |
| Prefer not to say | 2% | Prefer not to say | 3% |
| Base | 739 | Base | 986 |

- Includes data from AFT and E&C. The combined percentage of follow-up responses compared to baseline was 133%. For AFT it was 92% and for E&C it was 163%⁶⁹.
- Follow-up data was collected on the same day and after the end of the activities for AFT and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

⁶⁸ See above.

⁶⁹ See above.

Finally, Table 6:29 below shows a small percentage increase in pupils who said they would be friends with a girl who looked like a boy from 66 to 71 percent (a change of five percentage points). Comparing the initiatives, E&C pupils showed no change in this respect, but started from a more positive picture. AFT results showed a seven percentage point increase, with 62 percent of pupils saying they would be friends with a girl who looked like a boy at follow-up compared to 55 percent at baseline.

| Baseline data | | Follow-up data | |
|--------------------|-----|--------------------|-----|
| Yes | 66% | Yes | 71% |
| No | 8% | No | 7% |
| Don't know | 20% | Don't know | 17% |
| No answer selected | 5% | No answer selected | 3% |
| Prefer not to say | 2% | Prefer not to say | 3% |
| Base | 738 | Base | 981 |

- Includes data from AFT and E&C. The combined percentage of follow-up responses compared to baseline was 133%. For AFT it was 92% and for E&C it was 162%⁷⁰.
- Follow-up data was collected on the same day and after the end of the activities for AFT and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

6.6.2 Mechanisms that led to the effects of pupil resources

Teaching staff and initiative co-ordinators interviewed cited two ways that they felt resources targeted at pupils helped tackle or prevent HB&T bullying. These responses, along with aspects of resource delivery which elicited these, are outlined in Table 6:30 below.

| Response | Aspects of resource delivery |
|--|--|
| Gradual discussion of HB&T language leading on to issues of HB&T behaviour | <ul style="list-style-type: none"> • Using discussion of HB&T language as a way into discussing HB&T bullying. Pupils and teachers were then able to discuss LGB&T issues in a more open and honest way and as a result issues were less of a taboo and something pupils no longer sniggered and laughed about. • Stories that included LGB&T families were used by teachers as a platform for pupils and teachers to discuss LGB&T issues. Teachers believed pupils now understood the nature of HB&T language better after using books which provided examples of different LGB or T families. |
| Inclusion of LGB&T people in resources and curricula which prevented homophobia, biphobia and transphobia to begin with | <ul style="list-style-type: none"> • Embedding pupil resources such as books within a whole school approach provided teachers with a set of resources they could use to tackle HB&T bullying and usualise LGB&T identities. |

⁷⁰ See above.

The case illustration below provides an example of the way in which initiative staff believed embedding resources in the curriculum helped raise awareness of HB&T bullying, thereby allowing teachers and their pupils to address it.

Case illustration 6.1: usualising LGB&T identities

An initiative coordinator in a school for pupils excluded from mainstream school was concerned initially about rolling out the HB&T bullying initiative. Their concern was that the messages, if not handled carefully, could be 'too full on' or 'in your face straightaway' and so might make pupils react very negatively.

Contrary to this he found that the stories included in the books that they used about difference and diversity were a useful way to introduce the topic areas because they provided a 'gentler approach' through introducing the issues around HB&T bullying by first picking up on HB&T language and then challenging behaviours, rather than challenging behaviours immediately.

(E&C, development of pupil resources)

6.7 Summary of key learning

Activities

There were three types of activities aimed at raising pupil awareness of HB&T bullying:

- **Peer-led events** including training for Peer Guides and Ambassadors who presented an exhibition on the life of Anne Frank and how prejudice can lead to consequences such as the Holocaust as well as links with contemporary events. Ambassadors received further training to promote these messages at their schools.
- **Initiative staff-led events:** discursive and interactive workshops at football clubs which addressed racism, homophobia, biphobia and transphobia with the context of gender stereotyping.
- **Development of pupil resources within a whole school approach:** focused on the development of teaching and learning resources as a way into discussing and preventing HB&T bullying as part of wider school policy and curriculum development.

Impacts

- According to the survey data **the majority of pupils involved with the initiatives had positive attitudes towards LGB&T people to begin with.**
- There appeared to be **some small positive movement in pupil attitudes to LGB&T people**, although the movement was not large enough to be sure that change did not arise from chance or sample errors.
- **A minority of pupils retained negative or ambivalent attitudes.**
- **No single approach stood out as achieving the most change for pupils.**

Areas where (limited) positive change appeared to be achieved (based on the survey data) were:

- **Improved understanding of prejudice and its possible harmful consequences,**

although this was not automatically linked to HB&T bullying by pupils themselves;

- **Peer Guides and Ambassadors in peer-led events feeling more confidence to challenge and report prejudice**, although not as able to explain more complex messages about homophobia, biphobia and transphobia;
- **The beginning of critical reflection by pupils on their own stereotyping**, gained especially through discussion and interaction with other pupils in initiative staff-led workshops.

Mechanisms that achieved these effects were:

- **Peer and initiative-run events provided pupils with a better understanding of prejudice, discrimination and stereotyping.** This sometimes made them more confident challenging prejudice, although they did not necessarily link this with HB&T bullying themselves.
- **Awareness of the potential negative consequences of HB&T language.** Initiative-run events promoted awareness through discussion and self-reflection on how pupils developed harmful stereotypes. Whereas peer-run events used both historical and real-life examples of prejudice and its effects.
- **Presenting learning to pupils.** Peer Guides, in the peer-led events, had to learn and then deliver information on prejudice which meant they consolidated their own learning and presentation skills. They did not, however, feel able to convey more complex messages about HB&T to others.

Factors external to the initiatives/programme that affected the impact of the work were:

- **'Bad behaviour' disrupting peer-led approaches;**
- **Choice of 'good' students in some cases to be Peer Guides or to attend Ambassador training workshops:** Peer Guides and Ambassadors involved in focus groups saw themselves as individuals who were already committed to challenging prejudice and discrimination.

Key learning

- **Limited change in pupil attitudes overall:** survey data indicated limited change in levels of empathy towards LGB&T pupils being bullied, although empathy levels were relatively high to begin with. Change was difficult to detect within the timeframe of the programme and the evaluation.
- **No approach stood out as more effective**, although there were some interesting findings about possible changes in future:
 - Personal consolidation of learning: the peer-led approach helped establish and consolidate messages about the harmful effects of prejudice but pupils did not feel confident about explaining more complex messages about homophobia, biphobia and transphobia to their peers;
 - Critical reflection and justification: the initiative staff-led workshops established critical reflection on stereotyping and the idea that opinions must be justified;
 - Equivalent and specific discussion of HB&T bullying: Learning appeared to work best where prejudice based on sexual orientation and gender identity were treated with equivalence and discussed specifically rather than as part of a generic programme to tackle prejudice;
 - Starting with more simple messages on HB&T language.

7 Direct Pupil Support

7.1 Introduction

Although the previous NatCen review⁷¹ found some good practice around supporting pupils who had experienced HB&T bullying, it was not an area in which there was great deal of first hand evidence of what worked, particularly from pupils. Key suggestions for direct work with pupils were: being aware of different sources of support for pupils; taking a lead from what pupils who had been bullied wanted; developing the social skills of pupils who had been bullied; and dealing with the instigator of the bullying as well the person being bullied. This chapter explores the impact of the one initiative (Barnardo's) that provided direct support to pupils as part of a wider whole school approach. E&C also engaged students in PRIDE Youth Networks in secondary schools (a student-led support and campaigning group), but they did not feature heavily in the evaluation.

The initiative and the schools involved in the evaluation did not think it was appropriate to collect any qualitative data from pupils that had instigated bullying because the numbers identified within schools at the time were low, and staff had ethical concerns around anonymity. This chapter therefore focuses on data collected from those who had received one-to-one support for being bullied or for other issues relating to being LGB&T, and/or who had been part of the whole school strategy to usualise LGB&T pupils and their identities. The most relevant survey data on direct support to pupils related to pupil feelings about the perceived safety of LGB&T pupils as part of a whole approach at their school. Unfortunately, this data did not meet the reliability threshold for the number of follow-up surveys as a percentage of baseline surveys (discussed in Chapter 2). There is therefore no survey data in this chapter and findings are based on qualitative interviews and focus groups.

7.2 Types of delivery

This section outlines how Barnardo's delivered direct support to pupils, detailed in Table 7.1 below.

⁷¹ Mitchell, M., Gray, M. and Beninger, K. (2014) *ibid.*

| Table 7.1 Direct support for pupils who experienced HB&T bullying | |
|---|---|
| Features of support | Variation |
| Focus | <ul style="list-style-type: none"> • Support was designed to improve the self-confidence and self-esteem of LGB&T pupils, including those that had been bullied: this included supporting young people around HB&T bullying and addressing wider issues such as drug use, difficulties in family relationships and confusion around gender identity. |
| Schools and recipients targeted | <ul style="list-style-type: none"> • Tiers of education: secondary school pupils – all years. • Number of schools: four. • How the support was accessed: referrals from school staff who pupils trusted, finding out about the group through friends or self-referrals through drop-in sessions. • Attendees: pupils experiencing issues relating to their LGB&T identity, including some who had experienced HB&T bullying, as well as a group of pupils interested in supporting and championing LGB&T identities in school. |
| Format | <ul style="list-style-type: none"> • Settings: based in break out or counselling rooms in schools. • Design: one-to-one or group support. • Duration: one hour each week. • Number of attendees: 6-8 pupils or one-to-one support. |
| Activity | <ul style="list-style-type: none"> • One-to-one support involved a weekly session which lasted between 40 minutes to one hour, with a specialist Barnardo's support worker qualified to deliver pastoral support. Support involved developing an initial plan following a needs assessment. Subsequent appointments involved addressing each need in their plan. • LGB&T and 'allies' group⁷² met once a week and included an interactive group discussion facilitated by initiative staff. A typical format included: <ul style="list-style-type: none"> ○ 15 minutes of free time for discussion among the group. If new members were present, pupils introduced themselves, stating their preferred pronoun. This was followed by discussion of issues, activities and games, information dissemination and planning LGB&T school events. ○ Although the format of the group delivery was the same across both schools, the content of support was tailored and responsive to pupils' needs. For example, in one school pupils attending the group were confident about their identity and had little experience of HB&T bullying. Support in this instance was geared towards usualising LGB&T identities in the school. In another school, pupils felt they needed support dealing with HB&T bullying they had experienced personally. |
| Linkage to the whole school approach | Both the LGB&T groups and the one-to-one support relied on wider school staff to refer pupils to the support and/or address follow-up issues around dealing with HB&T bullying or usualising LGB&T identities. |

7.3 Perceived effects of direct support on pupils

It was difficult to establish the full effect of Barnardo's whole school approach to supporting pupils at risk of being bullied because they were LGB or T (or perceived to be so) because of the timeframe for the programme and evaluation. This was because such

⁷² The E&C's PRIDE Youth Networks in secondary schools were similar to this, but did not feature heavily in the evaluation.

effects were limited to the small number of pupils who are at risk of being bullied, time to establish the support, and time to bed in as part of the whole school approach.

Nonetheless, qualitative evidence indicated the differences that Barnardo's direct work with pupils appeared to make to those who had been bullied and/or who were LGB or T, and identified three perceived effects for pupils receiving direct support:

Increased self-esteem and acceptance of LGB&T identities: pupils who were LGB or T and part of the LGB&T allies group said they felt:

- Happier and more confident;
- Validated, even where pupils were unsure of their identities;
- Able to talk openly about their identities;
- Less 'alienated' because feelings of gender ambiguity were shared with others.

Increased resilience in dealing with HB&T bullying

- LGB&T allies focus group participants and those accessing one-to-one support (who completed a paired interview) explained they felt better able to deal with the use of hurtful language in schools. This was because:
 - They had learnt and rehearsed strategies to deal with hurtful language;
 - They felt safe and protected because they knew others in the school that shared their LGB&T identity and/or were accepting of it.

Better able to cope with wider issues

- Pupils accessing one-to-one support explained they felt better able to address other issues in their life, such as strained family relationships.

7.4 What seemed to work in delivering direct support

Table 7:2 below provides a more detailed overview of the mechanisms of the one-to-one support and LGB&T allies groups that pupils and staff told us at interview lead to the effects discussed above.

A notable overarching mechanism for one-to-one support was young people having access to a dedicated LGB&T specialist support worker who provided reliable and timely support. Young people compared this support favourably to other support they had received, which they reported had often been cancelled or experienced significant gaps between sessions. In contrast, the initiative support was provided on a regular basis with support workers promptly rescheduling any missed appointments to ensure continuity. This helped young people feel that their wellbeing was taken seriously.

| Table 7.2 Mechanisms underlying one-to-one support and LBG&T groups | |
|---|--|
| Response | Aspects of direct support which elicited response |
| Increased confidence and acceptance of LGB&T identities | <p>One-to-one support</p> <ul style="list-style-type: none"> • Exploration of identity issues with a knowledgeable and dedicated Barnardo’s support worker. • An important factor influencing young people’s experience of the sessions was the duration. Sessions reportedly lasted 30-40 minutes; this was not long enough for some young people. <p>LGB&T group support</p> <ul style="list-style-type: none"> • The group provided an opportunity and a safe space to explore and discuss personal identity issues. The fact that members of the group were LGB or T, or supportive, reassured them that their views would be respected, shared and taken seriously. • Focus groups and observations suggested that strong facilitation by the Barnardo’s support worker ensured identities were productively explored and respected within the groups. Hallmarks of strong facilitation included support workers: <ul style="list-style-type: none"> ○ Providing the space for pupils to openly express their gender or sexual identity, including ambiguities; ○ Effectively managing group dynamics, such as disagreements, so that the group remained supportive; ○ Supporting young people in disclosing their identities to others, including family. For example, exercises about ‘coming out’ to pupils, what this might involve, how to go about it and reassurance that they will have access to support if they do. |
| Increased resilience to HB&T bullying | <p>One-to-one support</p> <ul style="list-style-type: none"> • Pupils who took part in paired interviews explained they could rely on Barnardo’s support workers to resolve bullying issues. This suggested that the support worker acted as a crucial link between the pupil and the school when HB&T bullying incidences occurred, so that they were addressed quickly. <p>Group support</p> <ul style="list-style-type: none"> • Young people became agents of change, rather than victims of bullying. Pupils from the focus groups also explained that the LGB&T groups provided an opportunity to raise awareness of LGB&T issues around the school. |
| Better able to cope with wider issues | <p>One-to-one support</p> <ul style="list-style-type: none"> • Support worker interviewees explained one-to-one support was tailored to the young person’s needs and as a result covered issues wider than solely LGB&T or HB&T experiences. They were able to signpost young people to resources which helped them cope with wider issues, such as depression and coping with family dynamics. For example, one pupil was signposted to a website they could access when they were feeling ‘down’. The participant explained this had helped the pupil use strategies other than drugs to cope with these feelings. |

7.5 Perceived effects of a whole school approach

An important factor underpinning the above mechanisms was that both forms of support were delivered as part of a whole school approach. As discussed in previous chapters, this approach included teacher training around LGB&T issues and other activities in the school to address HB&T bullying. The whole school strategy served to support, for example, pupils feeling more confident that teachers would address HB&T issues because they had been trained, or pupils feeling more protected because LGB&T support in the school was visible.

Survey responses from teachers, including responses from Barnardo's and E&C (who also took a whole school approach), showed a small degree of increase in knowledge about where to refer pupils after the initiative compared to before it.

Table 7.3 "I know where to refer lesbian, gay or bisexual pupils for support at my school"

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 6% | Strongly disagree | 1% |
| Disagree | 23% | Disagree | 9% |
| Neither agree/ disagree | 9% | Neither agree/ disagree | 7% |
| Agree | 41% | Agree | 54% |
| Strongly agree | 7% | Strongly agree | 30% |
| No answer | 19% | No answer | - |
| Base | 313 | Base | 152 |

- Includes data from E&C and Barnardo's. The combined percentage of follow-up responses compared to baseline was 49%. For Barnardo's it was 21% and for E&C it was 178%⁷³.
- Follow-up data was collected 3-4 months later for Barnardo's and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

It was notable that these seemingly positive changes were more marked for knowledge of where to refer pupils who might be transgender rather than those who were LGB. This might reflect that information and services for LGB pupils and young people are better established compared to those for pupils who are questioning their gender identity or who identify as transgender. Barnardo's and E&C appeared to focus support for schools with pupils questioning their gender identity; this could be responding to perceived need or making up for a relative deficit in services.

⁷³ See Section 2.3.

Table 7.4 “I know where to refer transgender pupils for support at my school”

| Baseline data | | Follow-up data | |
|-------------------------|-----|-------------------------|-----|
| Strongly disagree | 6% | Strongly disagree | 1% |
| Disagree | 29% | Disagree | 10% |
| Neither agree/ disagree | 12% | Neither agree/ disagree | 8% |
| Agree | 35% | Agree | 52% |
| Strongly agree | 17% | Strongly agree | 28% |
| Base | 313 | Base | 151 |

- Includes data from E&C and Barnardo’s. The combined percentage of follow-up responses compared to baseline was 48%. For Barnardo’s it was 21% and for E&C it was 178%⁷⁴.
- Follow-up data was collected 3-4 months later for Barnardo’s and 5 months later for E&C.
- Further details on the collection of survey data are shown in Appendix E.

7.6 External factors

A key external factor which appeared to influence the impacts of direct support was the timing of the initiatives’ work. The point in the academic year initiative support workers started working in schools influenced the level of integration support workers were able to achieve. Initiative support workers who began at the start of the year had established close relationships both professionally and socially with school staff, whereas support workers who joined half way through felt this had been more difficult. Observations indicated that the degree of integration that support workers had within schools impacted on aspects of delivery such as receiving referrals from teachers, or support workers’ ability to deal quickly and efficiently with disclosures of HB&T bullying.

7.7 Summary of key learning

Activities included:

- **One-to-one support** or **group support with ‘allies’** for pupils who had experienced bullying or discrimination in relation to their LGB&T identity.

Perceived effects

- Increased self-esteem and acceptance of their LGB&T identities;
- Increased resilience to deal with hurtful HB&T language due to feeling safe and protected by the group.

Perceived limitations

- Pupil support and referrals to it took time to establish and embed, which meant that it was difficult to establish effects quantitatively within the timeframe for the evaluation. Broader whole school data on perceptions of pupil safety within a school also proved difficult to collect.

Mechanisms underlying these the perceived changes were:

- Dedicated one-to-one support, on a regular basis;
- Pupils being able to access support in a safe place with ‘allies’;

⁷⁴ See previous footnote.

-
- Pupils being guided in developing an understanding of their own identity in disclosing it in constructive ways to others.

Features of good direct support for pupils included:

- **Initial expert one-to-one support and group facilitation** of a support/allies group, and long-term teacher facilitation by a teacher who has undergone initiative training as part of the whole school approach;
- **Integrating support workers/trained teachers** with school staff to ensure effective pupil referrals, including a clear referral pathway;
- **A strong link between LGB&T group and allies to inform LGB&T awareness-raising strategies in school;**
- **Support that encourages confidence and resilience among pupils.**

Section C

8 Reflections and Conclusions

This chapter brings together reflections on the programme evaluation. It summarises the key findings and implications arising and what this might mean for future policy and programme development. In doing so, it draws on the retrospective logic model interviews with initiative leads, who were keen to note the importance of building on the positive changes identified through their work.

Survey and qualitative data showed that the programme addressed HB&T bullying using a diverse range of activities, with varying levels of achievement in their implementation and outcomes. In this chapter, key findings and implications are outlined first. The logic of different approaches is then explored in terms of whether their logic worked out in practice. Finally, the chapter examines issues and gaps in policy and provision arising from the learning from the programme and evaluation design.

8.1 Key findings and implications

8.1.1 School policy development

School policy development included training governors and SLTs to shape policy, curricula and other activities in schools designed to develop anti-HB&T bullying policy and procedures. The outcomes from such development were dependent on the level of understanding and commitment that senior staff had to undertake work to prevent and tackle HB&T bullying.

Qualitative evidence showed that staff who had yet to be convinced that HB&T bullying was a problem in their schools, or who were unsure about how best to tackle the problem appropriately and sensitively, were more willing and committed to take action after initiative activities were delivered. This was partly because of the professionalism and knowledge of initiative staff, but also because staff increasingly saw such bullying as a safeguarding issue. School staff and pupils who were already challenging HB&T bullying said they were reassured they were doing the right thing. They welcomed learning new ways to challenge HB&T bullying, including preventing it by developing a more LGB&T inclusive curriculum and school environment.

Qualitative data also indicated that a whole school approach where initiative staff worked intensively with schools on policy development was most welcomed where few staff were initially convinced they needed to tackle HB&T. Training that promoted a more school-led approach to reviewing policies appeared to be more proportionate and beneficial to schools where they had already started to address HB&T bullying prior to the programme.

8.1.2 Building teacher awareness, capacity, competence and confidence

One of the areas in which most change appeared to have resulted from the programme was in improving school and teaching staff awareness of HB&T bullying as an issue, as well as their capacity, competence and confidence to tackle and prevent it. School staff surveyed consistently reported that they had greater resources and skills to prevent and tackle HB&T bullying following the programme. In many cases, initiatives achieved large percentage point increases between baseline and follow-up surveys (Chapters 4 and 5), indicating the need for the programme and that it achieved one of its main aims: building the capacity of schools through developing knowledge and skills of school staff.

School staff who took part in qualitative case studies felt that they had gained greater awareness of why HB&T bullying is an issue for young people, why it needs to be tackled, as well as an understanding of the strategies to challenge it and a greater level of confidence to develop lessons that allowed pupils to ask them questions about it. They also described having learnt more about how to develop inclusive curricula and to put it into practice in a number of ways. An important outcome of the evaluation is that it provides further confirmation of the aspects of the training that school staff and pupils found useful (a summary of this learning is provided in Table 8:1 at the end of this section).

Reflecting back on these achievements, school and initiative staff said they thought an achievement of the programme was that it had encouraged staff and schools to think about tackling HB&T bullying in more strategic ways. For example, they spoke of the concerted effort at programme level to challenge the casual use of HB&T language. The programme also provided an opportunity to think about and begin implementing activities that explored the link between gender stereotyping and HB&T bullying. To this extent, school and initiative staff thought the programme was successful in helping to develop new techniques and tools and thereby increasing the resource pool.

8.1.3 Pupil attitudes to LGB&T people and HB&T bullying

Positive changes in pupil attitudes were not as pronounced in the survey data as for teachers, for a number of reasons. First, the majority of pupils who took part in the initiatives reported not holding prejudiced views about LGB&T people in the first place. Second, pupils did not necessarily understand that treating others differently or unfavourably because of their sexual orientation or gender identity would constitute prejudice or bullying, unless the link was made *explicitly* by initiative staff. This latter point was highlighted in the qualitative interviews and group discussions with pupils. Third, most work with pupils happened over a short period in which it was unlikely their views would change substantially, with the baseline and follow-up surveys being carried out sometimes on the same day or within two to three months.

Despite these challenges, some of the pupils interviewed had begun to understand simpler messages that HB&T language and words were wrong. The qualitative data also indicated that they had begun to understand that prejudice and stereotyping of LGB&T people could lead to discrimination more generally.

The qualitative data provides insights into the lessons learnt from the programme, including the most promising aspects of teaching, which could be drawn on to develop a single, more focused initiative for pupils. The impact of such an initiative could then potentially be ascertained using an RCT or QED alongside more qualitative work. Some of the lessons that appear most important to include in any new work are:

-
- Teaching about HB&T bullying and its causes specifically and/or in an equivalent way to other forms of bullying based on prejudice and discrimination;
 - Work on challenging HB&T bullying should begin with challenging the use of HB&T language and stereotypes and then move on to more complex messages about possible reasons for such bullying;
 - Continuing to encourage pupils to critically reflect on their own stereotypes.

A number of other, more general factors that pupils and staff felt underpinned better learning for pupils are shown in Table 8:1 below.

8.1.4 Support for pupils

The programme supported pupils in three ways, through: one-to-one work with pupils who had been bullied, those who identified as LGB or T, and with instigators of bullying; group support for LGB&T pupils, pupils questioning their identity and/or with their 'allies'; and the provision of resources that teachers could use with pupils.

The limited qualitative interview and focus group data indicates that one-to-one support for pupils with a dedicated worker was important in raising pupils' self-esteem. It also helped to address wider but associated problems, such as difficult family relationships and substance misuse. LGB&T 'allies' groups facilitated by initiative staff were felt by pupils to serve a particularly useful role in providing them with a greater sense of validation, safety in numbers and resulting resilience to HB&T language in the school. The effectiveness of resources targeted at supporting pupils was less clear from the data gathered.

Pupil support was mainly provided as part of a whole approach within the programme. Some interview data with school staff suggested that intensive whole school support was most needed in the initial stages of work with a school as it helped to train school staff to support pupils and set up support groups. After this, support might be more school-led with only occasional referral to external support in more complex cases. Further work is needed to develop and evaluate the best way to deliver this support.

8.1.5 Key learning on training and teaching approaches

A number of factors were felt to underpin the effectiveness of training for school staff and teaching of pupils. Some factors were common across teachers and pupils, while others were specific to a group. These are shown in Table 8:1 below.

Table 8:1 Key learning on training and teaching approaches

| Learning common to school staff and pupils | School staff only | Pupils only |
|---|---|--|
| <p>Content</p> <ul style="list-style-type: none"> • Include information about the harmful effects of prejudice and HB&T bullying because this reinforces the importance of tackling it • Make bullying procedures clearer by including practical information about ways to report and monitor HB&T bullying • Include personal accounts of the effects of bullying in training because it elicits empathy • Encourage reflection on the person's own stereotypes, prejudices and behaviours because it promotes critical reflection and usualises LGB&T people | <p>Content</p> <ul style="list-style-type: none"> • Provide information about legal, statutory and regulatory levers to do work on HB&T bullying in schools because it is helpful to staff to drive work forward • Use examples of work already being done in schools to challenge HB&T bullying where it confirms that it is possible to do such work appropriately • Include specific information on issues and support for transgender people because teachers want to be able to support pupils questioning their gender identity more fully | <p>Content</p> <ul style="list-style-type: none"> • Discussion of prejudice and stereotyping are useful but need to be linked with homophobia, biphobia and transphobia explicitly. This is because pupils do not always make the association themselves • A focus on challenging HB&T language is a good way into dealing with HB&T bullying. This should be supported with subsequent work to deal with the link between sexism, gender stereotyping and HB&T bullying |
| <p>Format</p> <ul style="list-style-type: none"> • Professional, knowledgeable and enthusiastic facilitation is essential to motivate staff and reassure them that work can be done sensitively and appropriately • Smaller groups for training and teaching are better because it is important for school staff and pupils to be able to ask questions, clarify misunderstandings and learn from each other • Non-judgemental training and teaching are important so that people can feel safe to make mistakes but to learn from them | <p>Format</p> <ul style="list-style-type: none"> • Mainly face-to-face because it allows greater exploration of the issues. Online sessions are helpful for staff not directly involved day-to-day in challenging HB&T bullying • Shorter sessions are satisfactory for more senior staff and governors • Staff responsible for leading anti-HB&T work ideally need a day. Twilight sessions were sometimes more difficult to arrange • Starting to develop a strategy and action plan, and/or examining how resources provided can be utilised during the training is helpful • A follow-up training session on the implementation of an action plan and help with solving problems is desirable | <p>Format</p> <ul style="list-style-type: none"> • Day-long or a number of shorter sessions over time because ideas related to homophobia, biphobia and transphobia are complex and it takes time for pupils to absorb them • Peer-led or staff-led approaches can work. Peer-led approaches help pupils to absorb information but a staff-led approach is better to convey initial information and more complex ideas (pupils could repeat key messages but did not always fully understand them) • Work on HB&T should be given equivalent time and attention as other forms of discrimination |

8.2 Exploration of different approaches

An important feature of the programme and its evaluation is that it helps further develop an evidence base about useful ways to challenge HB&T bullying. A number of different approaches were adopted under the programme. As it was not possible to carry out an impact evaluation, it is beyond the remit of this evaluation to definitively say which approaches worked or not, but it did capture illuminating insights in relation to different approaches and *why* they were perceived by initiative staff, school staff and pupils to work or not.

8.2.1 Whole school approach

There were various interpretations by initiative and school staff about what a whole school approach was. In some cases, it was seen as intensive contact with schools over several months about policy development, curricula review, staff training and support for pupils. In other cases, it was seen as going into schools on one or several occasions to provide the training and teaching that schools needed to take forward such an approach themselves.

A challenge with evaluating either approach was that it took time to bed in and so it was difficult to observe effects within the limited timescale for the evaluation. Compounding this issue, staff within schools that were surveyed were not always as aware of this approach as they were of more direct training approaches.

Qualitative data identified a number of issues that seemed to benefit from this intensive whole school approach. These were:

- Low levels of commitment to tackling HB&T bullying among senior staff, where initiative staff could help to secure commitment and drive work forward;
- The absence of a coherent school strategy on the issue;
- Self-assessment by school staff that they lacked the knowledge, resources and confidence to deal with HB&T bullying; and
- A view among school staff that there is not yet adequate in-school support for pupils who identify as LGB&T or who are questioning their identity.

School staff were most receptive to the approach where a baseline survey or benchmarking exercise informed a more tailored approach to meet teacher and pupil needs. Some interview and focus group data suggested that schools that were more advanced in their practice on challenging HB&T bullying seemed to benefit least from the more intensive approach.

8.2.2 Cascaded training and learning

Cascaded learning involved one or a number of people being trained to disseminate learning to others. Survey results showed that the first stage of this approach appeared to be successful, with a 79 percentage point increase from baseline to follow-up of school staff and initiative partner organisations who felt they would be able to cascade their learning to others.

Mechanisms underlying this apparent success included trainees being given skills, resources and a clear sense of strategy. Some trained staff also felt a sense of ownership of the activities, although others thought that cascading learning should be the responsibility of more than one member of staff.

It was not possible within the timeframe for the evaluation to determine how well the next stage of the approach worked and its outcomes. Early insights from qualitative work suggested there might be challenges as well as successes. For example, some staff who had begun to implement their training received a positive response. Others, however, said they experienced resistance from some staff with religious views or their SLT, particularly where staff were not given the time and resources they needed.

In these cases, an intensive whole school approach might work better for two reasons: it requires a level of commitment from the school to tackling the issue before staff are trained; and initiative staff can be on hand to provide trained staff with further support and to take an active role in persuading more sceptical staff of the need to safeguard pupils.

Suggestions to maintain learning was raised consistently by trained staff, particularly the idea of a day or half-day of follow-up training where progress against an action plan and successes and/or difficulties in implementing it could be explored.

8.2.3 Online training and resources

Online training was not regarded as an appropriate direct substitute for face-to-face work. Where staff preferred face-to-face training they gave three main reasons:

- They had a key role in challenging HB&T bullying at their school, which required a greater depth of understanding than online training could offer;
- They welcomed the more direct input from initiative staff during face-to-face training and the opportunity to ask questions there and then;
- They had benefitted from interacting with other staff at training and hearing about the work other schools had implemented.

There were significant technical problems with the roll-out of online training, although these were eventually overcome to provide training that school staff found useful. Online training was most welcomed where staff were less directly involved with challenging HB&T bullying day-to-day and where they found it difficult to be released from teaching. The training helped them develop a basic understanding in 'manageable chunks'. Staff who used the online training liked its interactive features, the use of video stories and their knowledge being tested.

A number of initiatives had developed useful online resources or signposted trainees to them. To avoid duplication, some initiative leads raised whether there could be greater cooperation and rationalisation between initiatives to establish a consolidated resource. One initiative lead thought that establishment of online resources should have been a project in itself.

8.2.4 Peer-led and initiative staff-led approaches with pupils

One question raised by the programme and initiatives was whether pupils would be more receptive to peer-led or initiative staff-led teaching. Survey evidence in this respect was not sufficiently reliable to be conclusive, while information from qualitative case studies suggested that the approaches served slightly different purposes than intended.

Pupils explained that their involvement in peer-led work helped them to digest and consolidate learning about the harmful consequences of prejudice, stereotyping and HB&T language. Nevertheless, they found more complex messages about the reasons

for homophobia, biphobia and transphobia more difficult understand and did not feel able, at the time of the research, to convey this information to their peers. This suggests this approach may not be as successful at sustaining learning within schools as intended.

Pupils interviewed told us that staff-led approaches, where discussion between pupils was facilitated, also helped to promote critical thinking and underlined the importance of being able to justify one's views. Pupils liked the more discursive approaches the most, partly because they learnt by discussion and hearing the views of others.

A useful approach that might require further thought was that of LGB&T 'allies' groups. These not only provided specific support for pupils but also acted as launch pads for campaigns against HB&T bullying where pupils wanted to lead changes themselves. This appeared to be important in helping pupils move from feeling 'victims' of bullying to being positive agents of change. Attempts to establish this approach, however, should be carefully linked to the confidence levels and wishes of the pupils concerned if some pupils are not to feel more uncomfortable about their identity.

8.3 Gaps in policy and provision

The programme overall achieved many of the aims it set out to but there were also a number of gaps in policy or provision that emerged during the course of the evaluation which may require further attention. These were:

- **Teaching resources specifically for primary schools:** some initiatives developed resources for primary schools, and these were considered useful by teaching staff. However, other primary school teachers still felt that the majority of resources targeted pupils at secondary school. Since teaching staff felt the need for repeated messages on HB&T bullying from primary school onwards, effective signposting to age-appropriate resources may be a priority. A single, consolidated online resource might also help, as some teachers described feeling overwhelmed by the wealth of material available from different initiatives.
- **Improving work to challenge transphobia and support transgender or gender-variant pupils:** school staff considered the programme's work on transphobia in schools to be especially important. Activities to address transphobia were explicitly included as part of training for teachers and other school staff. Survey and qualitative data demonstrated an improved awareness of transphobia and better understanding of appropriate terminology to use in relation to gender identity among teachers. Some staff during interviews and focus groups said they felt better able to support pupils questioning their gender identity. Notwithstanding these developments, initiative staff felt there was still work to do in this area, particularly in identifying ways to support pupils who identify as transgender. One initiative suggested setting up a national transgender advisory group to guide this work.
- **Pupils with openly HB&T views:** survey data appeared to show that there was a consistent minority of pupils who retained prejudiced or ambivalent views about LGB&T people. Work is needed to understand the basis of these views in order to determine what, if anything, can be done to address and ideally change them. One assumption among some school staff was that these views arose because children adopted their parents' prejudiced or religious beliefs. Teachers and initiative staff also described how there needed to be more work with pupils to help them understand the link between sexism, homophobia, biphobia and transphobia. This was because gendered terms used in derogatory ways such as 'sissy' and 'butch' were still left unquestioned by pupils thereby potentially undermining work done on challenging the use, for example, of 'gay' as a derogatory term.

- **Work with religious and faith communities:** some initiatives had started work with parents and communities as part of their activities but, from what was reported or observed during the evaluation, this did not appear to be a focus. The possible adverse reaction of some parents (or teachers) with a religion or belief was still a concern in some schools. One initiative lead felt there was a need to address these issues openly and to develop work that specifically addressed religious concerns. Pupils and staff holding religious belief said that they felt tackling HB&T bullying was understandable in a safeguarding context. However, initiative staff felt that further work was needed to find the best ways to raise parents' awareness of the need to challenge HB&T bullying and involve them in a dialogue with schools about ways forward.
- **Visibility of LGB&T people in schools:** schools and initiatives valued the work the government had done supporting LGB&T visibility within schools through the programme. However, some staff saw the concept of LGB&T role models as 'abstract' in their schools because many teachers still did not feel able to be out about their sexual orientation or gender identity. Survey results indicated that increasing visibility of real LGB, and especially T, role models in schools was the area in which least positive change was made. Initiatives and school staff referred to ways in which schools could use famous historical and contemporary figures as examples where staff were not out. However, school staff feeling unable to come out at school potentially sends a message that being LGB or T is still unusual or unacceptable.
- **Organising work at a local level:** an issue raised by one initiative was the increasing difficulty they experienced supporting and sustaining the work they had undertaken at a local level. This particularly related to the development of academies and the fact that many schools were no longer under Local Education Authority control. Although some initiatives had tried to develop work in clusters, it was unclear within the timeframe for the evaluation to what extent this might be a way of sustaining work at a local level.

8.4 Programme and evaluation design

A recurring theme among initiative leads and school staff was that the design and implementation of the programme could have been improved. In particular, that the funding and commissioning of their work needed to be timed better to fit with curriculum planning in schools and the academic year.

They also emphasised that the implementation of new initiative work took time to develop, pilot and bed in and that it would have been better for the main evaluation to start once early lessons had been learnt after it had fully bedded in. Notwithstanding this, the initiatives welcomed the way the programme had allowed them to sometimes develop completely new work or to extend existing work.

Initiatives and school staff welcomed evaluation, because it continued to evolve the evidence base on preventing and tackling HB&T bullying. They also hoped it would provide them with new information to inform and improve their work. One initiative lead emphasised the need of ensuring the findings from the evaluation reached teachers.

This evaluation provides important new insights into preventing and tackling HB&T bullying, and advances the evidence base by identifying key successes, possible ways to maintain momentum and suggesting new areas of focus. However the limitations of some of the findings reflect the difficulties of evaluating the programme in its current design – an issue discussed and acknowledged throughout this report. Further research and thought will be needed then, to provide more definitive answers to some of the questions raised by the programme. For instance:

-
- What is the best way to sustain the good work already developed?
 - What more can be done to sustain non-prejudiced attitudes among pupils to LGB&T people, and to address the attitudes of the minority of pupils who still think HB&T bullying is acceptable?
 - How can the learning from this evaluation be used to further refine policy, practice and provision in preventing and tackling HB&T bullying?

Appendix A: Overview of data collection

Details of the range of participants involved in the evaluation are provided in Table A:1 below.

| Appendix Table A.1 Participants sampled for survey and qualitative data collection | | | |
|--|---|--|---------------------------------|
| Evaluation strand | School staff and teachers | Pupils and young people | Other participants |
| Survey and qualitative case studies | Staff who attended face-to-face training events | Pupils who took part in one-off events | N/A |
| | Staff who completed online training | Pupils who took part in training so that they could cascade learning to other pupils | |
| | Staff trained so that they could train others | Pupils who received learning/training to communicate messages on HB&T bullying to their peers | |
| | Staff working in schools where initiative activities were taking place as part of a whole school approach | Young people of school-age taking part in events outside of school Pupils in schools where initiative activities were taking place as part of a whole school approach | |
| Survey only | N/A | Pupils in schools where initiative activities were taking place as part of a whole school approach | N/A |
| Case study only | N/A | N/A | Initiative leads |
| | | | Local Authority representatives |
| | | | LGB&T charity representatives |
| | | | Trainers providing initiatives |

Appendix B: Logic model interviews

Research at the scoping stage showed that the overall programme aim - to prevent and tackle HB&T bullying - was being addressed in a variety of ways. However, the precise manner in which each initiative intended to address the overall programme aims and how their activities would lead to specific outputs and outcomes was not always explicitly considered or fully articulated. In this context, we carried out depth interviews with initiative leads, from which we developed logic models for each initiative in order to understand the assumptions underlying their work and to map their activities, outputs, outcomes and expected impacts.

Conduct of logic model interviews

Interviews were conducted by NatCen researchers. Informed consent was achieved by providing written information about the purpose and process of the interview in advance and reiterating this immediately before the interview. That participation was voluntary was highlighted throughout. The interviews took place on the telephone and lasted an hour. Interviews were audio recorded and transcribed verbatim for detailed analysis. Draft logic models were then developed and shared with initiative leads. They were refined as necessary until a mutually agreed version was achieved. This meant the initiatives were able to be evaluated on their own terms within the wider aims and framework of the programme.

Analysis

The interview data was mapped according to stated mechanisms, outcomes and intended impacts. This enabled comparison with the qualitative case study data gathered later in the evaluation, in terms of fidelity of activity delivery to the logic model and perceptions of what worked well and what did not. Where there was divergence from the logic of the initiative, we explored why this was the case, and what could be learned to improve the delivery of a same or similar initiative in future. We also explored whether the logic of each activity and initiative should be included in a future programme of work and/or what would need to change for the logic to work.

Appendix C: Initiative logic models

Appendix Table C.1 Initiative design and logic models

| Initiative design | Preliminary assessment of logic model |
|--|--|
| Anne Frank Trust | |
| <ul style="list-style-type: none"> • 18 secondary schools • Pupils in schools who will see an exhibition and receive a workshop on identity, diversity, prejudice and discrimination • 216 peer educators/guides who take people around the exhibition • 100 Ambassadors (peer educators/guides) • 75 Ambassadors will continue work to tackle prejudice supported by the Trust | <ul style="list-style-type: none"> • Approach: supported peer education in which young people discuss information about prejudice in order to try to reduce prejudiced views against people seen as 'different', including LGB people. • Mechanisms of change include: <ul style="list-style-type: none"> ○ A two-week school-based exhibition about the Holocaust and persecuted groups; ○ Follow-up workshops to discuss prejudice and its dangers; ○ 216 pupils in 18 schools will become peer educators who will have greater confidence to challenge prejudice and homophobia; ○ 75 Ambassadors continue work dealing with prejudice supported by the Trust • Logic: HB&T bullying will be prevented by addressing prejudice towards people in general - including LGB people - through early intervention before prejudices set in. Peer education is an effective way to encourage other young people to empathise, and accept non-prejudicial views because of respect among young people and promotion of social behaviour between them. By training peer educators and Ambassadors this will leave a legacy of knowledge and non-prejudicial views in the schools after the initiative is finished. |
| Barnardo's | |
| <ul style="list-style-type: none"> • 11 schools, mainly 2 secondary schools, with feeder primary schools • Benchmarking • Develop clear anti-bullying reporting procedures in each school • Deliver 8 training sessions, 4 to teaching staff and 4 to student teachers | <ul style="list-style-type: none"> • Approach: a whole school approach that reviews existing policies, knowledge and LGB and T visibility within the school. The aim is to build capacity among staff and pupils to provide a successful bullying reporting mechanism and to provide pastoral support for pupils who have been bullied to deal with the causes and effects of bullying. • Mechanisms of change include: <ul style="list-style-type: none"> ○ Benchmarking of current policies in order to facilitate improvement and ensure clear reporting mechanisms; |

Appendix Table C.1 Initiative design and logic models

| Initiative design | Preliminary assessment of logic model |
|---|--|
| <ul style="list-style-type: none"> • Deliver one-to-one and group sessions to victims of HB&T bullying • Work with pupils who have bullied • Train leaders and governors • Work with faith leaders • Educational module delivered in higher education institution | <ul style="list-style-type: none"> ○ Provision of training through existing resources to teaching staff, non-teaching staff and school governors to improve knowledge and support to challenge HB&T bullying; ○ Create referral mechanisms and support for pupils who have been bullied; ○ One-to-one work with pupils who have bullied for them to address the impact of their behaviour; ○ Work with faith leaders to see how they can support anti-HB&T bullying work; ○ Develop teaching resources to be shared online and develop a teaching module to trial at a higher education institution. <ul style="list-style-type: none"> • Logic: by facilitating reporting of HB&T bullying, and building capacity and support among staff to do so, the participating schools will become places where LGB and T pupils know where to seek support, feel safer and where LGB and T people can be more visible. Learning can be shared so that other schools can learn from model's success. |
| Diversity Role Models with Brook | |
| <ul style="list-style-type: none"> • 10,000 staff in 400 schools who will receive e-learning • Face-to-face training for 1,500 staff in 200 schools • One member of the SLT in each school to be involved in the training • Online Knowledge Exchange, with 1,500 teachers trained as specialists, with 225 approved contributors | <ul style="list-style-type: none"> • Approach: the project will build the capacity of schools to discuss and challenge gender stereotyping and HB&T bullying with young people. There are three key elements: i) core training delivered via CPD e-learning; ii) face-to-face training with key staff; and iii) development of online Knowledge Exchange and dissemination through peer-to-peer online support and resources. • Mechanisms of change include: <ul style="list-style-type: none"> ○ Core e-learning training on tackling HB&T bullying for 10,000 teachers and support staff in 400 schools; ○ Specialist face-to-face training to 1,500 teachers across 200 of the 400 schools; ○ Participating schools will cover 10 regions of England and priority given to those schools most in need (Ofsted behaviour and safety rankings of 3 or 4); ○ One member of the SLT in each school to engage in specialist training to ensure buy-in at senior level and legacy of project; ○ Steering group of teachers and students will assess content of training and lesson plans to ensure will engage young people effectively; evaluation of training will iteratively refine training content; ○ Development of online Knowledge Exchange to disseminate lesson plans to all 400 schools, share examples of good practice, resources for engaging parents and peer-to-peer support. ○ Recruit 1,050 teachers who have been trained as HB&T specialists to join the Knowledge Exchange, 225 as approved contributors. ○ Partnerships with Teaching Schools to disseminate best practice; Teaching Schools will provide support to |

Appendix Table C.1 Initiative design and logic models

| Initiative design | Preliminary assessment of logic model |
|--|---|
| | <p>schools to progress post-training action plans.</p> <ul style="list-style-type: none"> Logic: the focus of the project is on preventing and tackling HB&T bullying. Early intervention is seen as more likely to be successful when staff are trained and contribute to a school ethos which values diversity. Through online and face-to-face training, supported by Knowledge Exchange and peer-to-peer learning and support, the project will increase whole-school knowledge of the nature and impact of HB&T bullying and the responsibilities of institutions/individuals to challenge and respond to it. |
| Educational Action Challenging Homophobia | |
| <ul style="list-style-type: none"> Develop whole school strategies in 10 schools through bespoke consultancy, with members of the SLT 10 training events to the 10 case study schools plus three one-off training events which schools nationally attended Age-appropriate consultation events with young people Develop a suite of resources co-produced by children and young people, using youth consultation events, with potential to reach 1,000 public and voluntary sector professionals and staff in schools Dissemination of the project's learning | <ul style="list-style-type: none"> Approach: the project is designed to tackle HB&T bullying as well as to promote affirmative representations of LGB&T individuals. It is a multi-strand project which involved a) embedding practice in 10 case study schools, b) wider training events in the area and c) developing a resource pack for teachers that can be used on an ongoing basis. Mechanisms: the multi-strand approach has two characteristics, a) each strand is designed to inform the development of subsequent strands and b) the sharing of good practice widens as the project moves from individual case study schools to wider training events in the area and the development of a resource pack. The following mechanisms of change seem to be key: <ul style="list-style-type: none"> 1,000 pupils across the 10 case study schools will be consulted to identify relevant issues pertinent to their school. This will be done through a baseline survey of schools; Involvement of 20 SLT members to champion the project across the 10 schools; 10 training events to the 10 case study schools. The training will be based on the baseline survey and so tailored to the needs of each school; EACH delivered 10 training events to the 10 case study schools; Three one-off training events which schools nationally attended, designed to disseminate good practice around whole school approaches towards anti-HB&T bullying; The development of a resource pack for teachers and other teaching staff to widely disseminate good practice. Logic: the focus of the project is on both prevention and tackling of HB&T bullying. Teachers are seen to be pivotal in this by helping to shape the views and attitudes of young people. The project therefore hinges on upskilling and improving the confidence of teachers in being able to teach LGB&T issues and to tackle anti-HB&T bullying. The training events in case study schools, the wider dissemination of good practice during the |

Appendix Table C.1 Initiative design and logic models

| Initiative design | Preliminary assessment of logic model |
|--|---|
| | three training events and the toolkit resource pack are all designed to accomplish this. |
| Educate & Celebrate | |
| <ul style="list-style-type: none"> • Creation of 60 E&C accredited schools, increasing teacher confidence through a five-point plan: training, reviewing policies, providing curriculum resources, making the school environment LGB and T friendly and community engagement (e.g. anti-bullying week, speakers) • Deliver introductory training to 60 schools across six regions, for 90 minutes at an INSET day • Five-day training course with nominated teachers, three days on language, curriculum and policy and two days on community, environment and data collection • Establish an ECCO in each school who will disseminate good practice to three more schools | <ul style="list-style-type: none"> • Approach: through a whole school approach the project will raise awareness and visibility of LGB&T people and issues as well as improve teachers' and school staff confidence and strategies to address and reduce HB&T language and bullying. 60 accredited schools will implement the E&C five-point plan in the following core areas: training, policy, the curriculum, community engagement (students, staff, parents, governors and the police) and an inclusive environment. • Mechanisms of change include: <ul style="list-style-type: none"> ○ Initial introductory training on five-point plan in-school to all staff; ○ Five full days of training targeted at designated teachers in the 60 schools, including the ECCO, this includes: <ul style="list-style-type: none"> ○ Training: HB&T training for school staff and governors; ○ School policies: review and update; ○ Curriculum: LGB&T inclusive resources for curriculum development; ○ Community: inviting guest speakers and holding LGB&T events; ○ School environment: making the environment LGB&T friendly. ○ Monitoring: ECCOs must evidence achievement of criteria in each of the five areas; ○ ECCOs responsible for sustaining programme in their schools and delivering training to three neighbouring schools. • Logic: the focus of the project is on increasing visibility and inclusivity of LGB&T people/issues in the everyday life of the school, as well as monitoring and addressing use of HB&T language and bullying. By taking a whole school approach all school staff and students, as well as the community, will be engaged in aspects of the project raising awareness of LGB&T people and capacity to address HB&T bullying. The five-point plan will increase teachers' knowledge and understanding of the language, resources and legislation necessary to establish LGB&T+ inclusivity in their schools. Teachers' confidence will increase through training in strategies to talk about LGB&T people and issues, increase inclusivity and address use of HB&T language and bullying. As a consequence, HB&T bullying will reduce. Sustainability of the initiative will be through the ECCOs who will be supported by E&C to identify three schools in their area to disseminate LGB&T training after the initiative ends. |

Appendix Table C.1 Initiative design and logic models

| Initiative design | Preliminary assessment of logic model |
|---|---|
| National Children's Bureau | |
| <ul style="list-style-type: none"> • Development of teachers' confidence and competence to incorporate LGB & T issues into SRE teaching • Training/learning for 1,500 primary and secondary school teachers, based on the LGB&T issue magazine and review of existing resources. Will also draw on a pool of six Sex Education Forum Teachers • Delivered in two phases. • Nominated teachers from 500 schools will have day-long face-to-face training • 1,000 teachers will view a 30-minute e-learning module | <ul style="list-style-type: none"> • Approach: the project is designed to prevent and tackle HB&T bullying and promote/encourage inclusivity through the curriculum and SRE and PSHE classes. The project prioritised face-to-face training with SRE and PSHE teachers who then develop and cascade e-learning for colleagues. The project explicitly works with schools in groups by attaching to a Local Authority area and lead officer from that area to ensure strategic ongoing support. • Mechanisms of change: <ul style="list-style-type: none"> ○ Provide and increase teachers' access to good quality training to increase confidence and competence to address HB&T bullying through the curriculum; ○ Support prevention and tackling of HB&T bullying through wider whole school approaches including: behaviour and equalities policies, staff knowledge of the law, increasing LGB&T visibility through inclusion in the curriculum and activities such as LGB&T history month; ○ Establish strategic links with relevant leads in local authorities so that generic anti-bullying work in schools can be linked to develop good quality SRE as part of PSHE; ○ Build the capacity of existing expertise within target Local Authorities to build capacity for ongoing support of training. • Logic: The project sees training teachers as a crucial vehicle for change that will build schools' knowledge, confidence and capacity to deliver a curriculum to prevent and tackle HB&T bullying. Through training and cascading e-learning to wider network of school colleagues, the plan is that the initiative can effectively address LGB&T issues, increase inclusivity and address HB&T bullying through the curriculum, and potentially effect change in the rest of school life. Training teachers in groups will mean more peer support and bring together SRE teaching and anti-bullying work in schools. An additional dimension to the project involves attaching to a Local Authority area and lead officer who can provide resources and strategic support during and after the training. |
| Show Racism the Red Card | |
| <ul style="list-style-type: none"> • 20 educational events at football clubs including theatre groups • Young people will participate in HB&T bullying workshops | <ul style="list-style-type: none"> • Approach: the project draws on the SRtRC format used in tackling racism within and outside of football. The focus is on both the prevention and the tackling of HB&T bullying. Recipients for the project are young people and teachers. |

Appendix Table C.1 Initiative design and logic models

| Initiative design | Preliminary assessment of logic model |
|---|---|
| <ul style="list-style-type: none"> • Competition for young people to produce a short film, including filmed interviews at events • 200 teachers participating through four regional teacher conferences • DVD given to 598 teachers | <ul style="list-style-type: none"> • Mechanisms of change: for teachers, the project will use both existing teacher training events and a DVD to upskill and increase their confidence to deal with HB&T bullying. For young people, the project will dovetail anti-HB&T awareness workshops as part of existing one-off events; and run a competition for young people of all ages and abilities to produce a short film about HB&T bullying with an award ceremony for the winner. • Logic: to draw on existing successful formats for tackling racism as a platform for developing further work on anti-HB&T bullying. Further aspects of the logic model for each recipient group include: <ul style="list-style-type: none"> ○ Young people: raising awareness of the unacceptability of HB&T bullying and challenging stereotypes is seen to be a key preventative measure. The workshops taking place as a part of the 20 educational events at football clubs will facilitate this by breaking down stereotypes through a discussion based format involving other young people and facilitators. Furthermore, the short film competition seems to be a vehicle through which young people can be stimulated into engaging with and challenging stereotypes in their own terms; ○ Teachers: activities are geared towards tackling HB&T bullying by improving the confidence and skills of teachers to challenge it. This is done with a view to enabling attendees to act as catalysts to building their own school's capacity in dealing with this issue. |
| Stonewall | |
| <ul style="list-style-type: none"> • 60 partner organisations, delivering work in 10 schools each, with 20 teachers attending training in each school • Role model programme • Quality assurance • Local networks to share good practice • Distribution of DVDs, posters, lesson ideas and other resources to partners and schools | <ul style="list-style-type: none"> • Approach: the project builds on existing Stonewall training on homophobic bullying and aims to build capacity amongst a wide network of partner organisations to deliver peer-to-peer training on HB&T bullying, and develop confidence amongst school staff to tackle and reduce HB&T bullying. • Mechanisms of change: <ul style="list-style-type: none"> ○ Train a network of Teaching Schools, faith organisations, LGB&T groups and Local Authorities covering all nine regions of England and including (a minimum of) 30% hard-to-reach schools and communities to build capacity and deliver training on tackling HB&T bullying; ○ Five two-day Stonewall training events to 68 partner organisations on tackling HB&T bullying; ○ 68 partners to deliver train the trainer course in a minimum of 10 schools to school staff to increase confidence to tackle HB&T bullying; ○ Recruit and train 10 local School Role Models who can visit schools and talk about their own experience; ○ Develop new educational materials to support schools and partners to tackle bullying including specific transphobic guidance, two good practice guides and a training manual to support partners in delivery; ○ Disseminate 15,000 age-appropriate resources to 600 schools (including posters, DVDs and lesson |

Appendix Table C.1 Initiative design and logic models

| Initiative design | Preliminary assessment of logic model |
|-------------------|---|
| | <p>ideas);</p> <ul style="list-style-type: none"> ○ Establish a quality assurance model for ongoing and future partners delivering Stonewall's course. ● Logic: the focus of the project is on developing teachers' confidence to tackle and therefore reduce HB&T bullying as well as developing resources and guidance for schools to use. Through peer-to-peer training the project will support inter-school links and networks, utilise the expertise schools can offer each other and ensure long-term sustainability. Ultimately it is assumed that pupils will then learn about LGB&T equality through trained teachers, LGB&T pupils will be less likely to experience bullying and will have appropriate access to support in schools around LGB&T issues. |

Appendix D: Survey methodology overview

A 'distance travelled' approach was used involving collecting and comparing quantitative survey data at baseline and after initiative activities ('follow-up') to identify where possible positive changes and outcomes of activities for recipients had taken place. This information was then used to identify key issues to explore through qualitative case studies. The limitations of the survey data are detailed in Chapter 2.

Developing the survey questions

Question development had four stages:

Review of initiative aims and objectives

- The stated aims of the initiatives and how they would achieve this was reviewed during the scoping stage of the evaluation;
- A list of aims and objectives were drawn up, including where aims were shared by the initiatives or specific to a single initiative.

Operationalisation of aims and objectives into survey questions

- Each specific objective was then operationalised as a survey question for teachers or pupils in the form of a statement that participants could agree or disagree with;
- Questions that could be shared across initiatives were developed where they had the same or very similar objectives so that a degree of comparison could be achieved;
- Unique survey questions were developed where aims and objectives were specific to a particular initiative.

Scrutiny of survey questions and revisions

- Due to rapid programme implementation it was not possible to pilot survey questions with participants in the usual sense;
- Questions were therefore submitted to an expert panel using NatCen's Question Design and Testing Hub, Evaluation team, and survey experts from our Children, Families and Work team;
- The panel were advised of the aims of the programme and asked to review questions in terms of the likely ability of teachers and young people to understand them and to respond to them within the context of the programme and specific initiative activities.

Sharing survey questions with initiatives with further revisions where possible

- Survey questions were shared with initiatives and their evaluators in most cases at a specially arranged NatCen workshop and/or by email;
- Where possible, changes suggested by initiatives and evaluators were made to questions. It was not always possible to make changes where a question(s) was shared across initiatives and one initiative had already started their activities.
- Compromise in survey question wording was made where, for example, initiatives were working with pupils of different age groups. In these cases we adopted wording that would be understandable to all or most respondents.

The response categories used in the surveys invited respondents to reflect on their degree of agreement or disagreement to a series of statements aligned to the questions. The response categories varied between school staff and pupils:

- **School staff** were given: strongly disagree, disagree, neither agree or disagree, agree or strongly agree;
- **Pupils:** were given either 'always wrong, sometimes wrong, or never wrong' or 'yes, no, or don't know'.

It was a limitation of the programme evaluation that it was not possible to tailor questions to all specific respondents as much as we would have liked. We did, however, ask respondents about changes in their views to **homophobia and biphobia** and **transphobia** separately where relevant. This was important, firstly, because the former relates to sexual orientation while the latter relates to gender and gender identity; but also, secondly, because initiatives to tackle transphobia to date tended to be more recent and less well developed.

The objectives and survey questions for each initiative are shown in Appendix F.

Sampling and recruitment

The strategy for sampling school staff and pupils relied on the assistance of initiatives, their evaluators and the schools with which they worked. Every effort was made to ensure that all eight initiatives and their evaluation teams could take part (including, keeping questions to a minimum; offering to help with questionnaire construction and distribution; gathering follow-up data ourselves where timing did not fit with the initiative's plans; providing a template for data collection; and assisting with data input). Full details of survey fieldwork can be found in Appendix E.

Some schools told the initiatives they felt over-researched but all initiatives were able to offer some participation in the survey. In the case of one initiative all participating schools were invited to take part in baseline and follow-up surveys. For all other initiatives a purposively selected sub-sample was included. Where a sub-sample was selected we cannot guarantee that findings are representative of the wider sample and they have been interpreted accordingly.

Sampling for survey participation was determined by the type of activities each initiative delivered e.g. one-off training events or lessons, ongoing whole school interventions, online training, and with consideration to limit burden on schools and participants. All those surveyed were either direct (e.g. took part in training or workshops by initiatives) or indirect (recipients of cascaded learning from those trained by initiatives) recipients of initiative activities.

The recruitment process was designed to ensure participant consent to take part was informed and voluntary. At a school level, consent was gained by individual initiatives for pupils and young people to take part. At school staff level, consent was gained from participants themselves. In both cases, NatCen developed recruitment materials detailing the purpose of the data collection, what it involved, that participation was voluntary and what would happen to the data gathered.

Age appropriate materials were developed for primary and secondary school-aged pupils. These materials were distributed in paper format or sent electronically to participants by initiatives on NatCen's behalf, usually prior to data collection. Where it was not possible to send information before an event because of time constraints,

information was provided to initiative leads, trainers and teachers in advance and reiterated by researchers on the day of an event or immediately prior to data collection.

Where web-survey data collection was used at baseline and/or follow-up, an email was sent directly by NatCen only to those participants who had agreed for their contact details to be shared with the programme evaluation team. Where this was not possible, initiative leads sent the survey email on our behalf to staff or via a lead in the school who was responsible for circulating the email to other teachers.

Survey conduct

Our approach was to ensure that the surveys were convenient to complete and standardised in delivery where possible:

- **Convenient to complete:** where possible, NatCen survey questions were incorporated into initiative evaluation surveys to reduce burden on participants. This also helped to reduce the burden on initiatives and their evaluators. Where possible we asked initiative evaluators to alter the timing of follow-up data collection to ensure consistency.
- **Consistent delivery:** we tried as far as possible to standardise the mode and timing of data collection to ensure that like responses were compared with like.

Surveys were administered using a variety of modes, as appropriate to the mode of delivery of initiative activities. These are outlined in Table D:1 below.

| Appendix Table D.1 Modes of survey delivery | |
|---|--|
| Mode of delivery | Delivery details |
| Online surveys | <ul style="list-style-type: none"> • Sent: <ul style="list-style-type: none"> ○ To school staff and pupils in schools where initiatives were delivering a whole school approach; ○ 4-6 weeks after training and events with school staff. • Where possible, NatCen survey questions were incorporated into initiative evaluation surveys. • Where this was not possible, NatCen sent survey invitation emails to staff, via initiatives. Respondents were able to participate by clicking on a hyperlink which took them direct to NatCen's web-based survey. • Where pupil surveys could not be incorporated into initiative evaluation surveys, lead teachers in schools were sent an email containing the hyperlink to NatCen's web-based survey. Lead teachers were asked to circulate this to as many pupils as possible within their school for them to participate during lessons. |
| Paper surveys | <ul style="list-style-type: none"> • Usually distributed just before the start of face-to-face training or events. • For those initiatives whose evaluations had already gone into the field, it was not possible to incorporate our survey questions and we provided a separate questionnaire instead. |
| Voting pads | <ul style="list-style-type: none"> • One initiative used voting pads at face-to-face events with teachers and pupils. • PowerPoint slides displayed survey questions and individual electronic devices or voting pads were distributed to participants to register responses to questions. • Participants read each slide before choosing a number on the voting pad that corresponded to the response categories displayed on the screen. • For pupils, questions were displayed on slides and also read out. Before participants were invited to respond to survey questions explanatory slides were read out and displayed to all participants. |

The timing of survey completion varied according to whether they were baseline or follow-up surveys and the type of activities they were evaluating. This variation is summarised in Table D:2 below.

| Appendix Table D.2 Variation in survey timing | |
|---|--|
| Baseline survey (baseline) measures | <ul style="list-style-type: none"> • In most cases survey data collection happened before any initiative activity had begun. • In the few cases where this was not possible because the initiatives were already in the field, one of the following strategies was employed: <ul style="list-style-type: none"> ○ We worked with initiatives and evaluators to obtain survey measures with the absolute minimum of activity taking place (e.g. only one member of staff had received training within a whole school approach where many were expected to receive it); ○ We took advantage of a staggered programme of work to involve only those schools who had not yet received input from initiatives. |
| Follow-up survey (impact) measures | <p>Follow-up surveys were administered in the following ways after the activity took place:</p> <ul style="list-style-type: none"> • Pupil and young people baseline and follow-up survey measures were taken on the same day as the activity, either using paper questionnaires or electronic voting pads. We discounted follow-up with pupils and young people weeks after the activities because the process of gaining participant details and consent would have placed too much burden on schools. • Staff and teacher surveys: for one-off training events, email addresses of participants were requested and a link to a web-based follow-up survey was sent to participants 4-6 weeks after the activity was completed. • For initiatives utilising a whole school approach and providing training in schools throughout the academic year, follow-up with teachers and pupils occurred at the end of the programme evaluation. Survey questions were either: <ul style="list-style-type: none"> ○ Administered alongside initiative's own evaluation surveys; or ○ In the same way as described for staff and teacher surveys above. |

Administering our surveys alongside those of the initiatives' own evaluations had a number of advantages and limitations:

Advantages

- Limited the burden on participants and schools;
- Minimising confusion about the differences between the programme and initiative evaluations, thereby limiting non-completion due to participants thinking they had already completed a survey;
- Inclusion of all initiatives, and as many of their activities, within the evaluation in terms of their own logic and progress of implementation.

Limitations

- Three initiatives began activities before NatCen's evaluation began and all initiatives continued activities beyond the end of our evaluation. Data gathered by NatCen can therefore only provide a partial assessment of the impact of initiative activities;
- We were reliant on initiatives and their evaluators to gain access to participants for us;
- Where schools had already agreed to a high level of activity and evaluation by the initiatives, this made additional evaluation more difficult for the initiatives and schools;
- In view of the issues raised above, key learning from this evaluation is that it would be better for one organisation to evaluate all initiatives within a programme to

improve access to participants, minimise burden on initiatives and participants, and to improve sampling, recruitment and design from the outset.

Appendix E: Survey fieldwork overview

Appendix Table E.1 Survey fieldwork with schools

| Initiative scope | Building on existing initiative work or development of new work | Type of initiative activity | Sample details | Participant details | Mode of data collection and timing | | Completed baseline survey (n) | Completed follow-up survey (n) |
|---|---|---|--|---|---|--|-------------------------------|--------------------------------|
| | | | | | Baseline | Follow-up | | |
| Barnardo's Work across two cluster regions: Leeds and Wakefield | Both | Face-to-face training (only Positive Identities SafeZone devised by Barnardo's training) <i>Note: follow-up training using EACH resources was not surveyed</i> | 13 training events (only Barnardo's SafeZone training) from July to late November 2015 | Teaching and non-teaching staff (including student teachers, governors) | Paper (on day of training) for the face-to-face SafeZone training events. 13 training events in total | Email follow-up with link to web survey 4-6 weeks after (although some emails were sent 8-10 weeks after due to technical issues and that training happened just before summer school break) | 262 | 86 |

Appendix Table E.1 Survey fieldwork with schools

| Initiative scope | Building on existing initiative work or development of new work | Type of initiative activity | Sample details | Participant details | Mode of data collection and timing | | Completed baseline survey (n) | Completed follow-up survey (n) |
|--|---|---|--|--|---|--|-------------------------------|--------------------------------|
| | | | | | Baseline | Follow-up | | |
| DRM 400 schools across England | New delivery (although not clear from initiative summary) | Face-to-face training and e-learning | Staff from number of different participating schools that attended face-to-face training events on October 2015 to January 2016. For the online training staff from number of different participating schools that participated since 23 December 2015 | Both teaching and non-teaching staff (including student teachers, governors) | Paper (on the day of the face-to-face training) and online (before the start of the e-learning) | Email follow-up with link to web survey 4-6 weeks after (although some emails were sent 8-10 weeks after due to technical issues and that training happened just before summer school break) | 719 | 354 |
| EACH 10 participating schools in one region of England | Both | Teachers attending one-off training event as part of wider training | Teachers from number of different participating schools that attended training events on 6 | Classroom teachers | Paper (on day of training) | Online. Emails for first training event sent 30 November; emails for second event sent 22 January | 56 | 49 |

Appendix Table E.1 Survey fieldwork with schools

| Initiative scope | Building on existing initiative work or development of new work | Type of initiative activity | Sample details | Participant details | Mode of data collection and timing | | Completed baseline survey (n) | Completed follow-up survey (n) |
|--|---|---|--|--|---|--|-------------------------------|--------------------------------|
| | | | | | Baseline | Follow-up | | |
| | | | October and 1 December 2015 | | | | | |
| E&C 60 schools from six regions of England Even split of primary and secondary schools, including hard-to-reach faith schools and rural schools | New delivery | Face-to-face whole school training; ongoing training with ECCO throughout the academic year | 60 schools participating in the initiative | All school staff from 60 participating schools | Email web link to online survey (November 2015) | Email web link to online survey (March 2016) | 131 | 142 |

Appendix Table E.1 Survey fieldwork with schools

| Initiative scope | Building on existing initiative work or development of new work | Type of initiative activity | Sample details | Participant details | Mode of data collection and timing | | Completed baseline survey (n) | Completed follow-up survey (n) |
|---|---|---|---|---|---|--|-------------------------------|--------------------------------|
| | | | | | Baseline | Follow-up | | |
| NCB Around 19 Local Authority areas targeted | Building on existing work | 40 face-to-face training events around making SRE/PHSE inclusive. | 12 events out of 40. Events between September and early December 2015 | Largely teachers with SRE/PHSE responsibilities (although Heads, Assistant Heads and other teachers also attended) Primary and secondary schools | Paper, on day of training <i>Note: the questionnaire was amended slightly while it was in the field to increase response rates at follow-up.</i> | Email follow-up with web survey link 4-6 weeks after | 134 | 72 |
| SRtRC 20 educational events with young people at football clubs across England Four regional conference events with teachers | Building on existing work | Face-to-face teacher conference | Sub-sample: attendees from two conference events | Primary and secondary school teachers from a range of teaching roles | Same day voting pads | Email follow-up with web survey link 4-6 weeks after | 52 | 34 |

Appendix Table E.1 Survey fieldwork with schools

| Initiative scope | Building on existing initiative work or development of new work | Type of initiative activity | Sample details | Participant details | Mode of data collection and timing | | Completed baseline survey (n) | Completed follow-up survey (n) |
|---|---|-----------------------------|---|--|--|---|-------------------------------|--------------------------------|
| | | | | | Baseline | Follow-up | | |
| <p>Stonewall Training of 60 partner organisations to deliver a train the trainer course with at least 10 schools in each course.</p> <p>Schools trained in nine regions (30% of them are faith, rural and other hard-to-reach schools)</p> | Building on existing work | Face-to-face training | Teaching and non-teaching staff participating in training courses from October to December 2015 | Primary and secondary school teachers from a range of teaching roles | One week before the start date of each training course, participants received an email with a web link providing access to the online survey | Immediately after the completion of the training course, teachers received an email with the web link providing access to the online survey | 618 | 399 |

Survey fieldwork with pupils and young people

Appendix Table E.2 Survey fieldwork with pupils and young people

| Initiative scope | Building on existing work or new work | Initiative activity | Sample details | Participant details | Mode of data collection and timing | | Completed baseline survey (n) | Completed follow-up survey (n) |
|--|---------------------------------------|---|---|------------------------------------|--------------------------------------|---|-------------------------------|--------------------------------|
| | | | | | Baseline | Follow-up | | |
| AFT 18 schools from three regions of England Areas of high socio-economic deprivation and/or highly multi- or mono-ethnic populations | Building on existing work | Face-to-face exhibition | Sub-sample of all Peer Guides from 10 schools (approximately 12 Peer Guides per school) | Year 8/9 Peer Guides | Paper survey the day before activity | Paper survey the day after activity | 310 | 310 |
| | | Face-to-face workshop | Sub-sample of one class from 10 schools | One class from Year 7, 8, or 9 | Paper survey the day before activity | Paper survey the day after activity | | |
| Barnardo's Work across two cluster regions: Leeds and Wakefield | Both | Whole school activity: including LGB&T pupil groups, direct pupil support and Barnardo's workers helping to usualise LGB&T issues in the school | Pupils from two lead schools out of the 11 case study schools | Pupils: Years 8-11 (mix of gender) | Near the start of the intervention | Paper survey 3-4 months after the baseline survey (February-March 2016) | 310 | 111 |

Appendix Table E.2 Survey fieldwork with pupils and young people

| Initiative scope | Building on existing work or new work | Initiative activity | Sample details | Participant details | Mode of data collection and timing | | Completed baseline survey (n) | Completed follow-up survey (n) |
|--|---------------------------------------|---|---|--|---|--|-------------------------------|--------------------------------|
| | | | | | Baseline | Follow-up | | |
| E&C 60 schools from six regions of England Even split of primary and secondary schools, including hard-to-reach faith schools and rural schools | New delivery | No direct initiative activity with pupils | All pupils from participating schools | All pupils from participating schools | Email web link to online survey (November 2015) | Email web link to online survey (March 2016) | 1057 | 1146 |
| SRtRC 20 educational events with young people at football clubs across England Four regional conference events with teachers | Building on existing work | Face-to-face educational events at football clubs | All young people from 12 of the 20 educational events | Predominantly young people in Years 7 and 8; some engagement with 5, 6 and 9 | Same day voting pads | Same day voting pads | 864 | 840 |

Appendix F: Survey questions

School staff survey questions

| Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff) | | | | | | | | | |
|---|---|--|-------------------|------------|-------------|----------------|------------|--------------|------------------|
| Objective | Question wording | | Initiatives | | | | | | |
| <i>Objective 1</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |
| Increase teacher understanding of the impact of HB&T bullying on pupils | I understand what impact homophobic and biphobic bullying has on pupils AND I understand what impact transphobic bullying has on pupils | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | ✓ | | | | | |
| <i>Objective 2</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |
| Increase visibility of LGB & T role models and people in schools | There are visible lesbian, gay or bisexual role models at my school AND There are visible transgender role models at my school | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | ✓ | | | ✓ | | | |
| <i>Objective 3</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | | Initiatives | | | | | | | |
|--|--|--|-------------------|------------|-------------|----------------|------------|--------------|------------------|--|
| Ensure knowledge of access to pastoral support for LGB & T pupils being bullied | I know where to refer lesbian, gay or bisexual pupils for support at my school AND/OR I know where to refer transgender pupils for support at my school | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | ✓ | | | ✓ | | | | |
| <i>Objective 4</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> | |
| Improve teacher understanding of how to deal with HB&T bullying effectively | I understand how to deal with homophobic or biphobic bullying at my school AND I understand how to deal with transphobic bullying at my school | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | ✓ | | | | | |
| <i>Objective 5</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> | |
| Increase knowledge of strategies help address HB&T bullying | I have sufficient knowledge of different strategies to help deal with homophobic or biphobic bullying if it happens AND I have sufficient knowledge of different strategies to help deal with transphobic bullying if it happens | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | ✓ | ✓ | | ✓ | ✓ | |
| <i>Objective 6</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> | |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | | Initiatives | | | | | | | |
|--|--|--|-------------------|------------|-------------|----------------|------------|--------------|------------------|--|
| Increase teachers' awareness of and abilities to devise curriculum to address HB&T bullying | Based on the knowledge and resources I have now, I would be able to develop a lesson plan to address homophobic or biphobic bullying AND Based on the knowledge and resources I have now, I would be able to develop a lesson plan to address transphobic bullying | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | ✓ | ✓ | | | | | |
| <i>Objective 7</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> | |
| Increase teachers' abilities to devise reflexive teaching about HB&T bullying that will allow children/ YP to ask questions | Based on what I know, I would feel able to develop a lesson plan that encourages pupils to reflect on homophobic or biphobic bullying and ask questions in class AND Based on what I know, I would feel able to develop a lesson plan that encourages pupils to reflect on transphobic bullying and ask questions in class | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | ✓ | | | | | |
| <i>Objective 8</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> | |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | | Initiatives | | | | | | |
|---|--|--|-------------------|------------|-------------|----------------|------------|--------------|------------------|
| Improve teaching training face-to-face on how to deal with HB&T bullying | The training I have received is sufficient to allow me to deal with homophobic or biphobic bullying effectively AND The training I have received is sufficient to allow me to deal with transphobic bullying effectively | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | ✓ | | | | ✓ | | |
| <i>Objective 9</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |
| Improve teaching training on how to deal with HB&T bullying - online/ e-learning | Training I have received remotely or by e-learning is sufficient to allow me to deal with homophobic or biphobic bullying effectively AND Training I have received remotely or by e-learning is sufficient to allow me to deal with transphobic bullying | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | ✓ | | | ✓ | | |
| <i>Objective 10</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |
| Increase capacity to deliver training on tackling HB&T bullying | I would feel able to deliver training on how to tackle homophobic or biphobic bullying to other members of the teaching staff at my school AND I would feel able to deliver training on how to tackle transphobic bullying to other members of the teaching staff at my school | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | | | | | ✓ |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | Responses | Initiatives | | | | | | |
|---|---|--|--------------------|------------|-------------|----------------|------------|--------------|-------------------|
| | | | Barn-ardo's | DRM | EACH | E&C | NCB | SRtRC | Stone-wall |
| <i>Objective 11</i> | <i>Question wording</i> | <i>Responses</i> | | | | | | | |
| Increase knowledge to deliver LGB&T-inclusive teaching (inc. SRE and PSHE) | I include information about lesbian, gay, bisexual people in teaching about sex and relationships or PSHE AND I include information about transgender people in teaching about sex and relationships or PSHE | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | | | ✓ | | |
| <i>Objective 12</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stone-wall</i> |
| Increase knowledge on how to deliver LGB&T inclusive teaching | I know how to develop teaching that includes lesbian, gay and bisexual people as part of teaching SRE and/or PSHE AND I know how to develop teaching that includes transgender people as part of teaching SRE and/or PSHE | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | | | ✓ | | |
| <i>Objective 13</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stone-wall</i> |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | | Initiatives | | | | | | |
|---|---|--|-------------------|------------|-------------|----------------|------------|--------------|------------------|
| Improve teacher confidence on how to deal with HB&T bullying (including monitoring, reporting and taking appropriate action) | I feel confident that I would know what to do if I saw or heard of an incident of homophobic, biphobic or transphobic bullying at my school | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | ✓ | ✓ | ✓ | | |
| <i>Objective 14</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |
| Improve teacher confidence on how to deal with anti-LGB&T language | I would feel confident to be able to address anti-lesbian, gay or bisexual language if I heard pupils use it | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | | ✓ | | | ✓ |
| <i>Objective 15</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |
| Improve teacher confidence on how to deal with HB&T bullying for pupils with SEN | I would feel confident to be able to deal with homophobic, biphobic or transphobic bullying against pupils with special educational needs | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | ✓ | | | | |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | | Initiatives | | | | | | |
|---|---|--|--------------------|------------|-------------|----------------|------------|--------------|-------------------|
| | | Responses | Barn-ardo's | DRM | EACH | E&C | NCB | SRtRC | Stone-wall |
| <i>Objective 16</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stone-wall</i> |
| Improve teacher confidence on how to deal with HB&T bullying for pupils with SEND | I would feel confident to be able to deal with homophobic, biphobic or transphobic bullying against pupils with special educational needs or disabilities | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | ✓ | | | | |
| <i>Objective 17</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stone-wall</i> |
| Improve access to shared learning/ knowledge exchange of good practice on how to deal with HB&T bullying | I know where to access shared learning on good practice to deal with homophobic and biphobic bullying AND I know where to access shared learning on good practice to deal with transphobic bullying | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | ✓ | ✓ | ✓ | | ✓ | | ✓ |
| <i>Objective 18</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stone-wall</i> |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | | Initiatives | | | | | | | |
|---|---|--|-------------------|------------|-------------|----------------|------------|--------------|-------------------|--|
| Share good practice amongst schools around LGB&T-inclusive strategies (lesson plans, sample policies, resources for parents) | I know where to access information that can provide good practice about the inclusion of lesbian, gay and bisexual people in teaching the curriculum AND I know where to access information that can provide good practice about the inclusion of transgender people in teaching the curriculum | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | ✓ | ✓ | | | | | |
| <i>Objective 19</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stone-wall</i> | |
| Improve teacher knowledge on how to deal with cyber bullying | I know how to deal with homophobic, biphobic and transphobic cyber bullying | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | | ✓ | | | | | |
| <i>Objective 20</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stone-wall</i> | |
| Improve teacher knowledge on how to discuss and challenge the links between gender stereotypes and HB&T bullying, inc. transphobia | I know how to discuss the link between gender stereotypes and transphobia in class AND I know how to challenge gender stereotypes in class | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree | | ✓ | | | | | ✓ | |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | | Initiatives | | | | | | |
|--|-------------------------|------------------|-------------------|------------|-------------|----------------|------------|--------------|------------------|
| | | | Barnardo's | DRM | EACH | E&C | NCB | SRtRC | Stonewall |
| <i>Objective 21</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |
| Improve teacher skills on how to discuss and challenge the links between gender stereotypes and HB&T bullying | SEE ABOVE | | | ✓ | | | | | |
| <i>Objective 22</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |
| Improve teacher confidence on how to discuss and challenge the links between gender stereotypes and HB&T bullying | SEE ABOVE | | | ✓ | | | | | |
| <i>Objective 23</i> | <i>Question wording</i> | <i>Responses</i> | <i>Barnardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>NCB</i> | <i>SRtRC</i> | <i>Stonewall</i> |

Appendix Table F.1 Objectives and survey questions for school staff (teaching and non-teaching staff)

| Objective | Question wording | Initiatives |
|---|--|--|
| Increase awareness of an anti-HB&T bullying strategy across the whole school (including policy, curriculum, environment, training) | I am aware of a strategy at my school to tackle homophobic and biphobic bullying across the whole school AND I am aware of a strategy at my school to tackle transphobic bullying at my school | 1. Strongly agree 2. Agree 3. Neither agree or disagree 4. Disagree 5. Strongly disagree |

Pupil survey questions

| Appendix Table F.2 Objectives and survey questions for pupils and young people | | | | | | | | |
|---|---|---|-------------|--------------------|------------|-------------|----------------|--------------|
| Objective | Question wording | | Initiatives | | | | | |
| <i>Objective 1</i> | <i>Question wording</i> | <i>Responses</i> | <i>AFT</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>SRtRC</i> |
| Reduce prejudice or negativity against diverse groups, inc. LGB&T/improve attitudes towards LGB&T people | I think it is wrong to be unkind to someone just because they are attracted to people of their own sex AND I think it is wrong for a boy to be in love another boy AND I think it is wrong for a girl to be in love with another girl | 1. Always wrong 2. Sometimes wrong 3. Never wrong | ✓ | | | | | ✓ |
| <i>Objective 2</i> | <i>Question wording</i> | <i>Responses</i> | <i>AFT</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>SRtRC</i> |
| Increase knowledge of prejudice and its dangers | It is wrong to call people names if they are different from you | 1. Always wrong 2. Sometimes wrong 3. Never wrong | ✓ | | | | | |
| <i>Objective 3</i> | <i>Question wording</i> | <i>Responses</i> | <i>AFT</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>SRtRC</i> |
| Increased respect for diverse groups, inc. LGB&T | I would be friends with a boy who is attracted to another boy AND I would be friends with a girl who is attracted to another girl AND I would be friends with a boy who looked like a girl AND | 1. Yes 2. No 3. Don't know | ✓ | | | | ✓ | |

Appendix Table F.2 Objectives and survey questions for pupils and young people

| Objective | Question wording | | Initiatives | | | | | |
|---|--|---|-------------|--------------------|------------|-------------|----------------|--------------|
| | I would be friends with a girl who looked like a boy | | | | | | | |
| <i>Objective 4</i> | <i>Question wording</i> | <i>Responses</i> | <i>AFT</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>SRtRC</i> |
| Increase empathy towards LGB & T people being bullied | I think it is wrong to bully a boy because he is attracted to another boy AND I think it wrong to bully a girl because she is attracted to another girl AND I think it is wrong to bully a boy because he looks or acts like a girl AND I think it is wrong to bully a girl because she looks or acts like a boy | 1. Always wrong 2. Sometimes wrong 3. Never wrong | ✓ | | | | | ✓ |
| <i>Objective 5</i> | <i>Question wording</i> | <i>Responses</i> | <i>AFT</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>SRtRC</i> |
| Increase awareness of responsibility to tackle HB&T bullying AND report it | If I saw a boy being bullied because he is attracted to another boy I would report it to a teacher or another member of staff AND If I saw a girl being bullied because she is attracted to another girl I would report it to a teacher or another member of staff AND If I saw someone being bullied because they are different to what people think a girl or boy should look like I would report it to a teacher or another member of staff | 1. Yes 2. No 3. Don't know | | | | ✓ | | ✓ |
| <i>Objective 6</i> | <i>Question wording</i> | <i>Responses</i> | <i>AFT</i> | <i>Barn-ardo's</i> | <i>DRM</i> | <i>EACH</i> | <i>E&C</i> | <i>SRtRC</i> |

Appendix Table F.2 Objectives and survey questions for pupils and young people

| Objective | Question wording | Initiatives | | | | | | | |
|--|---|---|---|---|--|---|---|--|---|
| Increase confidence to be able to challenge HB&T bullying | If I saw a girl or boy being bullied because they are attracted to someone of their own sex I would say something to the bully or a teacher AND If I saw someone being bullied because they are different from what people think a girl or boy should look like I would say something to the bully or a teacher | <table border="1"> <tr> <td data-bbox="999 347 1279 632">1. Yes 2. No 3. Don't know</td> <td data-bbox="1279 347 1391 632">✓</td> <td data-bbox="1391 347 1525 632"></td> <td data-bbox="1525 347 1621 632"></td> <td data-bbox="1621 347 1733 632">✓</td> <td data-bbox="1733 347 1830 632"></td> <td data-bbox="1830 347 1962 632"></td> </tr> </table> | 1. Yes 2. No 3. Don't know | ✓ | | | ✓ | | |
| 1. Yes 2. No 3. Don't know | ✓ | | | ✓ | | | | | |
| <i>Objective 7</i> | <i>Question wording</i> | <i>Responses</i> | | | | | | | |
| Increase awareness of anti-HB&T stereotypes and language and why they are wrong | It is wrong to call someone 'gay' when it is meant in a bad way AND It is wrong to call someone a 'lesbian' when it is meant in a bad way AND Calling a boy a sissy is wrong AND Calling a girl a tomboy or butch is wrong | <table border="1"> <tr> <td data-bbox="999 692 1279 995">1. Always wrong 2. Sometimes wrong 3. Never wrong</td> <td data-bbox="1279 692 1391 995"></td> <td data-bbox="1391 692 1525 995"></td> <td data-bbox="1525 692 1621 995"></td> <td data-bbox="1621 692 1733 995"></td> <td data-bbox="1733 692 1830 995"></td> <td data-bbox="1830 692 1962 995">✓</td> </tr> </table> | 1. Always wrong 2. Sometimes wrong 3. Never wrong | | | | | | ✓ |
| 1. Always wrong 2. Sometimes wrong 3. Never wrong | | | | | | ✓ | | | |
| <i>Objective 8</i> | <i>Question wording</i> | <i>Responses</i> | | | | | | | |
| Increase knowledge among specific peer educators to tackle HB&T bullying (pupils) | I would say something if I saw someone being bullied because they are attracted to someone of their own sex. | <table border="1"> <tr> <td data-bbox="999 1056 1279 1200">1. Yes 2. No 3. Don't know</td> <td data-bbox="1279 1056 1391 1200">✓</td> <td data-bbox="1391 1056 1525 1200"></td> <td data-bbox="1525 1056 1621 1200"></td> <td data-bbox="1621 1056 1733 1200"></td> <td data-bbox="1733 1056 1830 1200"></td> <td data-bbox="1830 1056 1962 1200"></td> </tr> </table> | 1. Yes 2. No 3. Don't know | ✓ | | | | | |
| 1. Yes 2. No 3. Don't know | ✓ | | | | | | | | |
| <i>Objective 9</i> | <i>Question wording</i> | <i>Responses</i> | | | | | | | |

Appendix Table F.2 Objectives and survey questions for pupils and young people

| Objective | Question wording | Initiatives |
|---|---|---|
| <p>Create a school environment in which LGB and T pupils feel safe</p> | <p>I think a boy who is attracted to another boy would be bullied at my school AND I think a girl who is attracted to another girl would be bullied at my school AND I think a girl who wanted to be a boy would be bullied at my school AND I think a boy who wanted to be a girl would be bullied at my school <i>(Note: these four questions were included in both surveys)</i></p> <p>I think a boy who loves another boy would be bullied at my school AND I think a girl who loves another girl would be bullied at my school <i>(Note: these two questions were included in the survey with Barnardo's only)</i></p> | <p>1. Yes ✓ 2. No 3. Don't know ✓</p> |

Appendix G: Qualitative case studies

Interviews and focus groups with recipients

Rationale for approach

The aims of the interviews and focus groups with all recipients (staff and pupils) were to:

- Explore recipients' experiences of the given activity;
- Allow discussion and the sharing and development of ideas in a more familiar social context for focus group participants, as well as minimising the burden on participants;
- Gain their views on whether the activity has or will make a difference to them – particularly in relation to whether it will help prevent or tackle HB&T bullying;
- Investigate the reasons the initiative's activities had or had not made a difference to them in terms of helping to prevent or tackle HB&T bullying.

Depth interviews (a single participant or paired) and small focus groups (3-6 participants) with recipients provided researchers with a wide range of experiences from the different initiatives. A further strength of this approach was the opportunity to explore the elements of initiative logic models to reveal the mechanisms that drove them.

Sampling

The ability to draw wider inference from qualitative research depends, in part, on the nature and quality of sampling. A purposive sampling approach was used, which involved asking initiatives to select participants to ensure diversity of coverage across certain key activities and targeted groups, rather than to select a sample that was statistically representative of the wider population. We monitored school staff and pupils that opted in to maintain this strategy as far as possible. This purposive sampling approach had two advantages:

- It provided the opportunity to identify the full range of factors, influences and experiences in relation to the research questions;
- Given that some initiatives were working in a limited number of schools, it ensured NatCen's research was able to fit in with, rather than duplicate, qualitative evaluations being conducted by the initiatives themselves.

Recruitment

Informed consent was achieved in a variety of ways appropriate to activities and participants. For school staff information leaflets were emailed to participants or distributed as a paper version at face-to-face events explaining the purpose of the programme evaluation. When the activity involved pupils, information leaflets were emailed to initiatives and/or teacher leads in schools to distribute to pupils and parents. Care was taken before the start of all interviews to explain the purpose and process of the interview and that participation was voluntary, confidential and anonymous.

Recruitment of participants was monitored to try to achieve a range and balance of characteristics for both school staff and pupils:

School staff

- Fieldwork at events in different locations and schools;
- Diversity of roles including teaching and non-teaching staff, SLT members and school governors, plus diversity of gender, ethnicity, length of service and seniority.

Pupils and young people

- Fieldwork at events in different locations and schools;
- A range of ages;
- A balance of gender and inclusion of pupils from different ethnicities and year groups.

In all cases our ability to contact prospective participants and to deliver the case study was dependent on the co-operation and support of the initiatives and their evaluation teams. Recruitment of participants from each initiative broadly followed the steps outlined below:

- NatCen provided the initiative with a standardised email about the study to distribute to prospective participants, including the type of participant required;
- Initiatives provided participant details to NatCen if the participants agreed to take part in the evaluation and gave consent for their contact details to be passed on;
- NatCen followed-up with participants that opted into the evaluation to explain the purpose of the study, answer any questions and queries, explain what their participation would involve, and arrange when and where the interview would take place.

Analysis

All encounters were audio recorded where consent was given. Following the interview, the recordings were written up as detailed field notes which summarised key areas of initiative delivery and intended impact under the following headings:

- **Delivery of activity** (based on participant responses)
 - Description of delivery;
 - Experience and views of delivery including what worked and what did not;
 - Suggestions for improving activity delivery and why;
 - How delivery matched intended delivery as detailed in the logic model.
- **Impact and mechanisms** (based on participant responses)
 - Impact on tackling/preventing HB&T bullying;
 - Suggestions for improving impact;
 - How does impact reflect the logic model.
- **Summary of learning** (*based on researcher reflections*)
 - How well did activity delivery fit the logic model;
 - Summary of key impact and reasons for this;
 - Scalability implications: aspects of activity to retain or remove; key delivery lessons.

Field notes were then managed using the Framework approach; a systematic and comprehensive approach to qualitative data management and analysis developed by NatCen. The first stage of the process involved familiarisation with the data and identification of emerging themes and issues. This was augmented by a discussion session for researchers designed to reflect emerging themes from fieldwork with initiatives in relation to the overall programme aims. This informed the development of thematic matrices or charts, each chart representing a key theme (e.g. impact of activity).

The headings on each thematic chart related to key sub-topics and the rows to individual participants or cases such as a group discussion. Data was charted by placing it in an appropriate cell by case (participant/group) and theme (issue/impact).

Organising the data in this way enabled the views, circumstances and experiences of all participants between and within initiatives to be explored within a thematic framework that was both grounded in, and driven by, their own accounts. The thematic matrices allowed for the full range of views and experiences to be compared and contrasted both across and within cases, and for patterns and themes to be identified and explored.