

Contents

	Page
Chairman's Introduction	3
What is it like to Grow Up as LGBT in North Yorkshire?	5
What work is currently being done?	8
What further work could be done?	16
Success Indicators	22
Evidence considered	23
Background	25

If you would like this document in another language or format such as Braille, large print or audio, please ask us.

Tel: 0845 8 72 73 74

Email: communications@northyorks.gov.uk

Chairman's Introduction



I am pleased to present to you the task group's report on: *Raising awareness and understanding of the experiences and issues faced by Young people in North Yorkshire who are Lesbian, Gay, Bisexual or Transgender (LGBT).*

The results of the Growing Up in North Yorkshire 2014 survey of Year 10 pupils showed a significant difference to the responses given by the average North Yorkshire Year 10 pupil. For all but one of the indicators the LGBT young people were statistically significantly different. This covered their experience of bullying, emotional health and wellbeing and engagement in risky behaviours. Within the social identity groups LGBT pupils were most likely to have been bullied at or near school in the last year, had the lowest 'high resilience' score and worried most about being different.

This survey showed that North Yorkshire has a significant number of young people in the LGBT community and more who are questioning their sexuality but unfortunately the data also clearly shows that their sexuality makes them a vulnerable group. Is there enough awareness about this group of young people and are schools, and services meeting the LGBT young people's needs to ensure they have a positive educational experience, which enables them to achieve their potential and that they enjoy a happy and healthy life?

Most young LGBT people feel that their time at school is affected by hostility or fear, with consequences such as feeling left out, lower grades and having to move schools. It can also result in significantly higher levels of mental health problems including depression and anxiety, self-harm and suicidal thoughts.

Listening to the local LGBT groups you can vividly see the potential adverse impact of sexuality on individual outcomes. They describe in a similar way to the Growing Up in North Yorkshire survey, the negative impact on young people's mental health through the use of undermining language and bullying behaviour. They also talked passionately of the strength they had gained from being able to meet and campaign together on the issues they faced.

Yet the two local LGBT Youth groups within North Yorkshire meet in covert locations afraid to hold their meetings in open due to their real fears of physical or verbal attacks on their way to or during the meetings. It means that the promotion of the venues is by word of mouth leaving large areas of the county without one of these groups which are so effective in bringing the young people into groups where they can just be themselves.

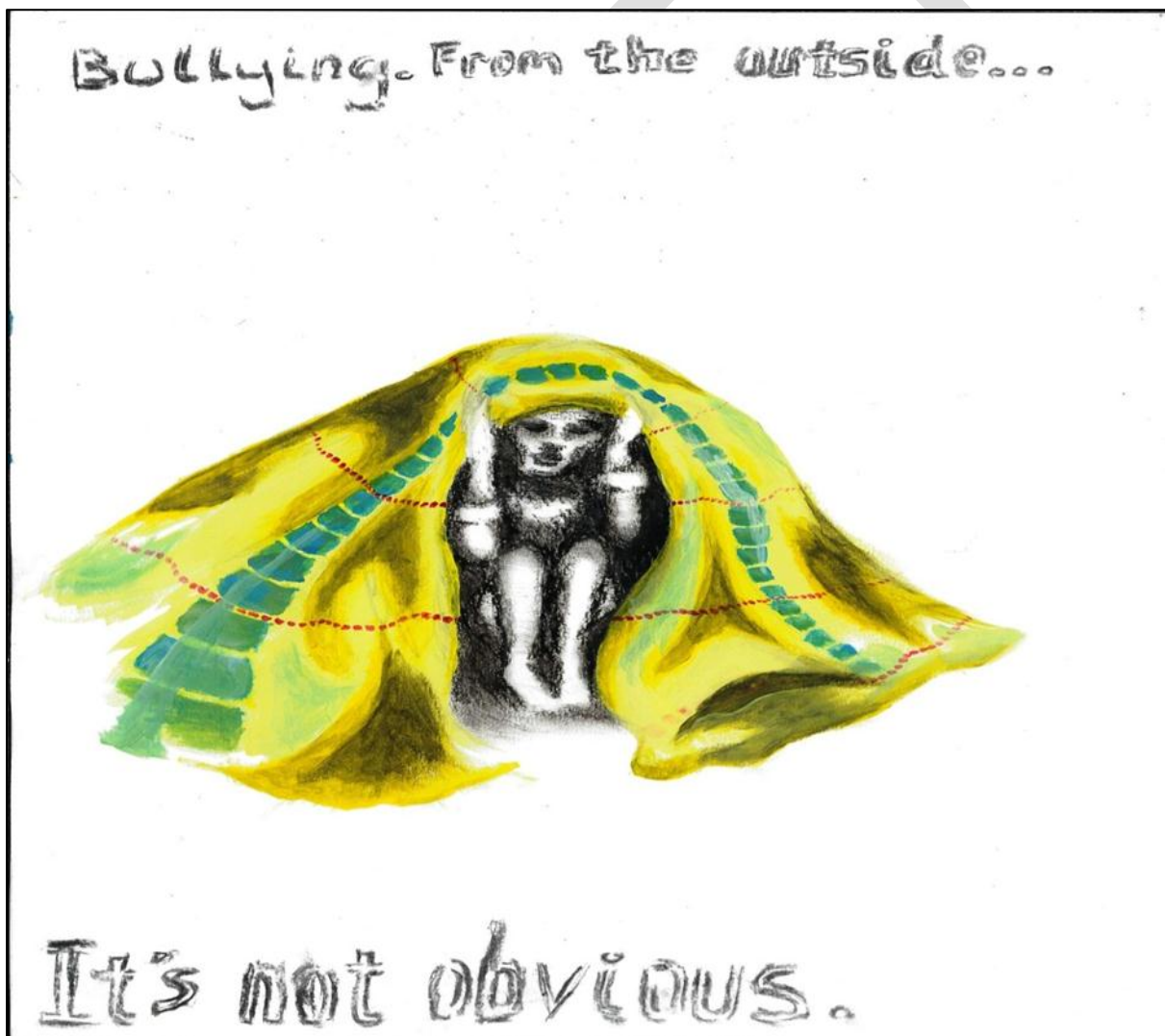
The findings of this report are intended to guide the County Council and its partners on how to raise awareness on the issues faced by LGBT Young People. They are also meant to help guide schools to take a more proactive approach in reducing Homophobic, biphobic and transphobic bullying. There is still much to be done.

Success will see the right approach being taken at an early age, reducing the negative experiences, making it more inclusive with a subsequent improvement in life outcomes for the LGBT Young People. It will allow them to be able to more fully participate in the local community as well as reducing the amount of self-harm with a reduction in the future burden on health and social care services.

Our task group wishes to thank all the individuals and organisations who have been so willing and constructive in assisting with this review particularly at those times when we have asked some really difficult and personal questions.

**County Councillor Val Arnold,
Task Group Chairman**

The Task Group members were County Councillors Val Arnold, Derek Bastiman, David Jeffels, Joe Plant, John Ritchie and Elizabeth Shields.



What is it like to Grow Up as LGBT in North Yorkshire?

The Growing Up in North Yorkshire survey is a biannual survey of students within the schools in North Yorkshire.

The 2014 survey had a 100% participation rate of all local authority maintained secondary schools as well as the majority of secondary school academies. Recruitment of primary schools was maintained since the 2012 survey; however 32 primary schools did not return data.

The combined 'final' sample was 19,924 pupils: KS1 5,336; KS2 6,857; KS3/4 7,731. This excludes special school versions. This included numbers from the target year groups:

	Year 2	Year 6	Year 8	Year 10
Male	2,302	2,274	1,790	1,813
Female	2,243	2,219	1,791	1,707
All*	4,557	4,508	3,594	3,529

The total sample size was a slight increase from 2012 (19,070 pupils).

From this survey the results for the Year 10 LGBT Young People showed that:

- **41% had been bullied at or near school last year**
- **7% have a high resilience score**
- **39% worry 'quite a lot/ a lot' about being different**
- **48% I know my own targets at school and I am helped to meet them**

These are all the worst figures in these categories.

Furthermore:

- **66% of LGBT pupils rated their safety at school as 'very good or good' compared to 81% of year 10 pupils**
- **54% of the girls who identified as being LGBT had cut or hurt themselves compared to 16% of year 10 girls**
- **51% of the LGBT young people communicate with people they have met online and don't know in real life compared to 28% of year 10 pupils**
- **18% are or have been in an unhealthy relationship where a partner has used hurtful or threatening language towards them compared to 8% of year 10 pupils.**

The data shows that North Yorkshire has a significant number of young people in the LGBT community (6% of the Year 10 pupils self-identified as LGBT) and more who are questioning their sexuality (9% of Year 10 pupils) but unfortunately the data also clearly shows that their sexuality makes them a vulnerable group.

These results sit alongside national figures which show that Homophobic bullying is almost epidemic in Britain's schools. The 2012 Stonewall School report shows that:

- **55% of young lesbian, gay and bisexual pupils have experienced direct bullying**
- **Of those who have been bullied, 53% experienced verbal homophobic bullying, 16% physical bullying and 6% death threats**
- **99% of young gay people hear the phrases "that's so gay" or "you're so gay" in school**
- **96% of pupils hear other insulting homophobic remarks, such as "poof", "dyke", "rug-muncher", "queer" and "bender"**
- **Over nine in ten gay pupils hear those phrases used often or frequently**
- **Almost half (46%) of lesbian and gay pupils don't feel able to be themselves at school**
- **21% of gay pupils do not feel safe or accepted at school**
- **Three in five gay pupils who experience homophobic bullying state that this has had an impact on their school work**
- **32% of gay pupils who experience homophobic bullying change their plans for future education because of it**
- **23% of LGBT young people have tried to take their own life at some point. (Samaritans say that compares to 7% of all young people).**
- **56% of gay young people deliberately harm themselves, which can include cutting or burning themselves. NSPCC estimates that between 1 in 15 and 1 in 10 young people in general deliberately harm themselves.**

Hearing from the Young People Themselves

In talking to the LGBT Youth Groups at Harrogate and Scarborough, their stories are vivid and distressing. The comments made below were made by individual members of the Youth groups during our meetings with them.

- **“I was left stranded, my school didn’t want to know neither did my parents so the Youth advice centre has been my home since I was eleven”**
- **“The school thought it was easier to get rid of me rather than deal with the homophobic bullying in the school”**
- **“Oh... I got death threats while I was at school but now that I am older things are better”**
- **“It was the teachers that we were bullied by”**
- **“One teacher told us to write our concerns about being bullied on a piece of a paper and take it to another teacher”**
- **“I didn’t come out until I left school as I was scared to do so and it was easier to pretend to be straight”**

LGBT Youth Groups

There are two LGBT Youth Groups in North Yorkshire one at Harrogate and one at Scarborough. The Scarborough group is run by the Charity, Mesmac. The Harrogate group is co-run by Mesmac and a member of the County Council’s Prevention team.

They are seen as a safe place for LGBT Young People to talk and socialise where they are understood and accepted. Unfortunately, the venue they meet in has to be confidential so that they are not subject to reprisals either physically on themselves or the venue never mind any verbal or other abuse. This means that knowledge of the group is only heard about by word of mouth and it is a shame that there is not a culture in North Yorkshire that allows these valuable groups to be more open.

It is also a confidential service that is provided that gives a range of advice and support. It has enabled some members to be more comfortable about who they are, helping them to stop from self-harming and blossoming into the people that they should be. It cannot be underestimated how important it is for them to find a place that is safe and they are accepted.

“Being able to go to an LGBT youth group is great – I am more myself and we have all had to go through things” (Male, gay, aged 18)

“The LGBT youth group has helped me feel more confident within myself. People here support me and don’t make me feel down or bad about myself” (Female, bisexual, aged 17)

What work is currently being done?

Schools

Personal, social and health education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

A 2013 Ofsted report stated that too few teachers have the expertise to discuss delicate issues such as sexuality and domestic violence. It added that this could leave children vulnerable to sexual exploitation.

PSHE is a non-statutory subject but the government does make it clear that schools should make provision for PSHE, drawing on good practice. It is down to schools and teachers to decide on the topics covered in lessons. However, sex and relationship education (SRE) is an important part of PSHE education and some aspects are statutory in maintained secondary schools.

When any school provides SRE they must have regard to the Secretary of State's guidance. Academies do not have to provide SRE but must also have regard to the Secretary of State's guidance when they do.

It is also a statutory requirement for all schools to have a curriculum that promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society.

The good practice schools that we saw emphasised the importance of having LGBT issues, as part of the planned PSHE programme. This was supported by the use of form time activities, as well as assembly time, in raising the effect of the improper use of language and how dealing with it could result in a positive change in behaviour. A school promotion of an inclusive message is critical and should be led by the Governors through the Head Teacher and shared by all the teachers.

At its best it becomes a student centred approach that is embedded throughout the school where the students feel empowered to deal with bullying incidents as they happen.

Both the Youth Groups we visited stressed the importance of having PSHE including LGBT issues at an early stage. They had no mention of these issues by the end of Year 6 at the end of Primary School and strongly suggested that they should have been addressed by that time.

North Yorkshire County Council

Stonewall Education Equality Index

The Education and Skills Service has been the County Council lead for the past five years on the Stonewall Education Equality Index which all local authorities are able

to engage with. Completing the index enables local authorities to assess their performance and benchmark their own progress year-on-year on the work being done to celebrate difference and prevent and tackle homophobic and biphobic bullying. North Yorkshire County Council is also a long-standing member of the Stonewall's Education Champions programme.

North Yorkshire's score on the Stonewall Education Equality index has improved over the last five years and the Council is now 5th out of 48 local authorities (it is a voluntary index). From completing the index an action plan has been developed that is monitored by the Council's Officer LGBT delivery group. This group is made up of representatives from the Education and Skills team, the Prevention team, police, health, public health, Mesmac and schools. A key aspect of participating in the Equality Index has been the development of a range of documentation and guidance for schools. However, the survey data and feedback from students indicates that there is a need for the schools and other professionals to be much more pro-active to ensure that LGBT young people feel safe at school, homophobic, biphobic and transphobic language is consistently challenged in all schools, both primary and secondary, to ensure they have a positive educational experience. This will support the young people to achieve their potential and enjoy a happy and healthy life.

The index covers three key areas.

Stonewall Education Equality Index	North Yorkshire Evidence
<p>The role of the local authority</p> <ul style="list-style-type: none"> Is written documentation offered to schools that states they must tackle all forms of bullying and discriminatory language including homophobic and biphobic bullying and language and is anti-bullying training offered to schools which includes these key messages? 	<p>A range of supporting materials have been developed for schools with a focus on anti-bullying as well as some specific guidance for tackling homophobic language and bullying and supporting LGBT young people</p> <p>Guidance has also been developed to support schools that may have a Transgender pupil(s)</p> <p>Training has been offered to both primary and secondary schools and has been attended by some schools</p>
<p>Work with local schools</p> <ul style="list-style-type: none"> Is guidance offered to schools about how to record and analysis all incidents of bullying, including those of homophobic and biphobic bullying? Have good practice primary and secondary schools been identified that can share their good practice on celebrating difference and preventing and tackling homophobic and biphobic bullying 	<p>Guidance is provided to schools on how to record and analysis their bullying data</p> <p>A cluster of primary schools in Craven piloted the 'challenging homophobic' resources for primary schools and the FREE video by Stonewall. This information has now been disseminated to all primary schools through the PSHE network meeting and information to support anti-bullying week 2014</p> <p>A number of secondary schools have shared</p>

with other schools?	their good practice at the LGBT training for secondary schools, through secondary PSHE network meetings and on-going work. Schools recently participated in a 'mind your language' competition for anti-bullying week 2014 which has led to a school and youth club winner- both resources will be shared with schools as future curriculum support materials
<p>Working with the local community</p> <ul style="list-style-type: none"> • Does the LA link with LGBT youth groups? And other public and private sector service to prevent and tackle homophobic and biphobic bullying in schools? • Does the LA promote mental health support for LGBT young people in schools and youth groups? 	Good links have been made with the Harrogate LGBT youth group which has led to some joint training with the young people to youth workers to increase their understanding of LGBT issues. The Scarborough LGBT youth group have developed a video which has been disseminated to secondary schools.

Mind Your Language – Anti-Bullying Competition for Secondary Schools and Youth Groups in November 2014

Schools and youth groups were asked to enter an anti-bullying competition in November 2014 to develop something creative working with the title, 'Mind your language'. The focus was on on pupils' use of homophobic language, asking them to reflect on their use of derogatory words relating to lesbians, gays and bisexuals e.g. using the word 'gay' to mean something negative. A number of schools and youth groups entered and the winning entries were from Ripon Grammar School with a rap about the negative use of the word gay. The Harrogate LGBT youth group have produced a short video expressing their experiences of homophobic language. These two resources along with a video that has been produced by the LGBT youth group in Scarborough will be available to schools as teaching and learning resources.

North Yorkshire Support from Mesmac

Yorkshire MESMAC is one of the oldest and largest sexual health organisations in the country. Mesmac is a charity that is funded through a range of sources including service level agreements with Primary Care Trusts, Local Authorities and Charitable Trusts as well as community fundraising and individual donations.

It offers a group of services that include The BLAST! Project that works with young men and boys involved in or at risk of becoming involved in, sexual exploitation; and the OUR & Begin projects, social support agencies for people living with HIV, their families, friends and carers together with a number of LGBT youth groups from across the Yorkshire region.

Further contact details can be found on the Mesmac website at www.mesmac.co.uk

LGBT Delivery Group

The Council's Officer LGBT Delivery group looks at the needs of LGBT people across the County and seeks to ensure that the right level of services and advice is provided by the council and its partners. It includes representatives from Children and Families Service, Healthy Child service, Public Health, the local Charity Mesmac, the national LGBT Charity Stonewall, Easingwold School and Hambleton and Richmondshire Pupil Referral Service.

The group regularly meets to discuss homophobic, biphobic and transphobic bullying particularly over the last year in relation to organising and running the, 'Mind Your Language' competition for secondary schools / youth groups during anti-bullying week which focused on the derogatory use of the word 'gay'. The group also focuses on the results from the 2014 growing up in North Yorkshire LGBT specific report.

The group has an action plan that sets out until March 2016 the level of training, guidance and support that can be given to the LGBT Young People. The group is increasingly taking a partnership approach to providing the services that are needed. One example of this is the LGBT Youth groups where Mesmac is commissioned by Public Health to provide the service. The group were interested in developing this Youth Group model through the County.

Policy Implications

North Yorkshire Children's Trust - Young and Yorkshire – The plan for all children, young people and their families living in North Yorkshire 2014 -17

The vision of the North Yorkshire Trust Board's Young and Yorkshire Plan is:

"We want North Yorkshire to be a cool place with loads of great things to do"

"We want North Yorkshire to be a special place where every childhood is wonderful and every young person thrives"

The Plan also has a number of principles that underpin the work the County Council's Children and Young People Service do for all children and families, all of the time.

These principles include:

- Ensure that the safety and protection of children and young people is everybody's business

"We will continue to ensure that safeguarding lies at the heart of all of our work, and that our procedures for raising and responding to, concerns about a child are as straightforward as possible. We will adopt a policy of "zero tolerance" towards bullying in any form (including cyber bullying, which is of particular concern to young

people) and will be sensitive to the possibilities of exploitation or extremism, even in apparently tranquil communities.”

- Celebrate diversity

“We will work relentlessly to ensure that no child, young person, family or community is at a relative disadvantage or experiences hate crime, harassment or bullying. This applies particularly to those from a black or minority ethnic background, children who have special educational needs or a disability, and those who are lesbian or gay or questioning their sexuality. This principle is about eliminating the negative - but, even more so, about celebrating positive diverse communities and developing our understanding of their needs.”

Furthermore, page 47 states that “More generally, we will continue to operate a zero tolerance policy towards hate crime, harassment and bullying of any kind.”

North Yorkshire Children’s Trust – Children and Young People Emotional and Mental Health Strategy 2014-17

Page 28 states:

“Just like adults, any child can experience mental health problems, but some children are more vulnerable to this than others. These include those children who have one or a number of risk factors in the following domains:

- from low-income households; families where parents are unemployed or families where parents have low educational attainment
- who are looked after by the local authority
- with disabilities (including learning disabilities)
- from black and other ethnic minority groups
- who are lesbian, gay, bisexual or transgender (LGBT)”

North Yorkshire Children’s Trust – The Promise – Our commitment to listen to and respond to the voice of children and young people in North Yorkshire

Page 19 states:

“Children and young people’s diversity of experience, background, belief and talent offers a unique resource for organisations, communities and society. Celebration of diversity is a key part of participation and increased understanding and acceptance should be an outcome.”

Annual Report of the Director of Public Health 2015

Page 3 states:

“In addition there are groups that are vulnerable and need additional support to build their resilience. These include.....Lesbian, Gay, Bisexual and Transgender youth”

The Task and Finish Group considered the recommendations in light of the requirements of the Trust’s Plans. It is also important to recognise that homophobic, biphobic and transphobic language and bullying can often affect the academic achievement and all-round wellbeing of the young person. It is integral that issues of discrimination are tackled head-on and as soon as they arise to prevent this, and to give all school pupils equal opportunity to reach their full potential.

Nationally

Recent research on behalf of the Government Equalities Office has worked towards a wider definition of homophobic bullying to help prevent it from occurring.

The national focus is now not just on homophobic bullying but now includes transphobic bullying and biphobic bullying.

This is defined as:

“Homophobic, biphobic or transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be, gay, bisexual or transgender (e.g. children of same-sex couples).”

The Task and Finish Group recommends that the Council follows the new national advice and uses this wider definition of bullying.

Schools

Every school must have measures in place to prevent all forms of bullying.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s behaviour policy which must be communicated to all pupils, school staff and parents.

Independent School Standard Regulations 2010

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

Public Sector Equality Duty

The Equality Duty is a duty on public bodies and others carrying out public functions. It came into force as part of the Equality Act 2010. The guide for public sector organisations states the purpose of the Duty:

“It ensures that public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.”

This Equality Duty replaces the three previous public sector equality duties – for race, disability and gender. It covers the following ‘protected characteristics’:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex (i.e. gender)
- Sexual orientation
- Marriage and civil partnership

The Equality Act designates people who have undergone or intend to undergo gender reassignment as having a ‘protected characteristic’ and places an obligation on public bodies (such as councils) to demonstrate how they are meeting the ‘equality duty’ for groups with such characteristics. The Act does not require people to be under medical supervision in order to be protected.

The Equality Duty has three aims. It requires public bodies to have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

What further work could be done?

Let us be very clear – there is not enough being done to help LGBT Young People in North Yorkshire. We believe that all young people in our county should be supported to have the best experience of a high quality education in our schools.

So what can be done to help LGBT Young People as they grow up to improve their life chances and outcomes?

A number of proposals are set out below:

1. In **Schools** we would like to see strategies being developed that can change the School culture through a whole school approach to get rid of the use of homophobic, biphobic or transphobic bullying and language. These strategies should include:

(A)POLICY - All Primary and Secondary School Governor Boards ensure that they have anti bullying policies that cover the nine protected characteristics within the Equality Act 2010 and that they are actively monitored and enforced

It is important that all schools explicitly state that homophobic, biphobic and transphobic bullying and language is unacceptable. Anti-bullying policies are a key way of doing this but they are of no use if the policies are written and then left to gather dust.

Having a policy isn't enough – how it is enforced is critical.

The effectiveness of the policies should be regularly reviewed by monitoring incidents to inform actions and used to inform the school's work and engage the School Leadership Team, governors, parents, staff, students and parents.

It will be shown to be fully effective when the policies can empower students to report the bullying in the knowledge that effective action will be taken to stop the homophobic, biphobic and transphobic language and bullying.

It is also worth noting that for a school to reach outstanding the OFSTED criteria states: Schools must tackle all forms of bullying and harassment including cyber-bullying and prejudice based bullying related to SEN, sexual orientation, sex, race, religion, belief, gender reassignment and disability.

Inspectors will request that the following information is available at the start of an Ofsted inspection: records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents.

(B) TRAINING - All Primary and Secondary Schools ensure that all staff are trained on anti-bullying issues particularly LGBT

In order to prevent bullying in a school, it is essential that all staff receive the right training. School staff at all levels should be trained to ensure that they prevent and tackle homophobic behaviour from pupils, but they also need to know that discrimination will not be tolerated from any staff or parents within your school.

All staff – whether class teachers, lunchtime supervisors, senior leadership and anyone else – need to know that all forms of discrimination are unacceptable and that your school actively works to prevent this. All staff and students should know how to consistently deal with homophobic, biphobic and transphobic language and incidents.

This should also allow for teachers to use a more inclusive language for the classroom and have access to appropriate resources that show LGBT inclusivity.

(C) COMMUNITY - communicating with the parents and carers of your pupils – and making sure they understand why you are doing this work

Whether a school communicates via the school website, newsletters, planners or other means, it is important to be transparent. It is hard to argue that some forms of bullying should be left unchallenged by schools, so schools shouldn't be afraid to tell parents and carers that your school will be actively challenging homophobic, biphobic and transphobic bullying, and this means celebrating difference.

Awareness can be raised in the community through school publicity. Participation in LGBT events as well as inviting LGBT guests into the school to act as role models can also help.

(D) CURRICULUM - Confident delivery of year and whole school assemblies by staff

To ensure all school pupils feel welcome, it is essential that teachers celebrate difference and different families with pupils, which includes same-sex parents. Doing this will allow children to learn how to value difference between individuals. Starting early in primary schools will have the greatest effect.

This can be done through the planned PSHE provision through the use of story books which celebrate being different, explicitly referring to a range of family structures and relationships and by studying famous LGBT people in all subject areas.

(E) ENVIRONMENT - Create an environment where staff and students feel safe to 'come out'

The good practice schools we saw communicated their anti-bullying policies to staff and students in more visual ways.

This could include "pledge" boards – where students create Different Families displays or anti-bullying posters which clearly state that 'picking on or bullying anyone is not acceptable' with a permanent display in classrooms, corridors and in the reception.

To ensure that homophobia, biphobic and transphobia are tackled effectively, it is essential to adopt a whole-school approach. The schools we saw used the PSHE provision, assembly and form time to spread the anti-bullying messages effectively but with the important caveat that the key message is that it is all about the school being inclusive and this message is led by the Senior Leadership Team and school governors.

2. By North Yorkshire County Council we would like to see:

(A) DATA and REPORTING –

The progress that is being made on the protected indicators within the Equality Act 2010 being reported to the Council's Executive as part of its regular performance monitoring reports

The Task and Finish Group would wish to see consistent progress being made to improve the lives of LGBT Young People. To achieve that a number of success indicators are spelt out in the success indicators section below.

The Council's Executive are asked to monitor the progress being made on the protected indicators within the Equality Act 2010 through its regular performance monitoring reports.

The Young People Overview and Scrutiny Committee will also be expected in twelve months' time to consider the progress that has been made against all the recommendations within this report.

(B) SCHOOL SUPPORT and TRAINING –

(1) North Yorkshire County Council Officer Support on PHSE be continued

(2) Training and support for the County's schools is accelerated through the Stonewall Training Partners Project with the aim of enabling the schools to spread the training themselves

It was very evident during the review that the LGBT training given by the County Council was highly valued by the schools and there is clearly a need for more support at this stage. Where it was provided it had been very effective in helping the school involved to tackle the LGBT issues within that school.

However, it is labour intensive which was a necessity in getting the support up and running but there is now an opportunity to make some swift progress in spreading the message throughout the County's schools.

This could be done through the Stonewall Training Partners Project. It is funded by the Government Equalities Office and supported by the Department for Education. The funding period runs from 1 April 2015 to 31 March 2016. As a Stonewall Training Partner (which the County Council has now become), the Council can deliver the Stonewall's Train the Trainer courses to staff from primary and secondary schools within our local area.

These courses give attendees the knowledge, skills and confidence to train colleagues in their schools on tackling homophobic, biphobic and transphobic bullying and celebrating difference.

Schools who have sent a member of staff to attend the Train the Trainer course will become members of Stonewall's School Champions programme. This is a network of primary and secondary schools across the country working with Stonewall and each other to tackle homophobic, biphobic and transphobic bullying and celebrate difference. Stonewall provide ongoing support, resources and guidance to School Champions.

We would like to see this process developed further so that the training and support is available to an increasing number of the schools across the county.

(C) AWARENESS RAISING –

(1) All County Councillors are requested to attend a Members Seminar on LGBT Issues as part of a session on Child Safeguarding Issues to get a better awareness of these issues and how they could lead on the issues within their own community

(2) The County Council takes up a bullying free pledge asking all

(a) Primary and secondary schools, special schools and Pupil Referral Units, and

(b) The Borough and District Councils

to sign up to it

(3) A lead Officer and lead Councillor are appointed as LGBT Champions to lead on the promotion of LGBT Issues for the Council

There are a number of ways that the County Councillors can take a lead in promoting Child Safeguarding and LGBT issues within their community and across the County. Initially, this would be through a members session so that the Councillors can fully understand these issues and how best to promote them.

By signing a pledge the County Council can give a clear public commitment to dealing with these issues. The pledge could follow a similar approach to that used within Norfolk for the Hate Free Norfolk Pledge. The pledge could be for anyone to sign up to it and would commit that person or organisation to tackle all forms of bullying.

The commitments could be to:

- Ensure that victims and witnesses are taken seriously and treated with respect
- Stand up for the right of everyone in North Yorkshire to live free from bullying
- Address the issues that cause this bullying
- Challenge attitudes and behaviours that can lead to bullying
- Make it easy to report bullying and support people to do so
- Not be a bystander to any form of bullying
- Work with others to raise awareness of the impact of bullying
- State the actions that we will take to make this happen.

The officer champion should be at Senior Management level (within Corporate Management Team or Assistant Director level or above) and will be charged (alongside a similar level member champion) with taking the lead in creating an identity for the county as a place that challenges LGBT stigma and discrimination. This could include actions such as ensuring that posters and signs that promote diversity are prominently displayed in key locations across the county like the railway stations and on the council's website.

(D) AS AN EMPLOYER -

- (1) The Council undertakes a review of the definition of bullying and harassment in its current employment policies and guidance to determine whether it is sufficiently inclusive of the national bullying definition that homophobic, biphobic or transphobic bullying is defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be, gay, bisexual or transgender (e.g. children of same-sex couples) and makes any necessary changes. The Director of Children and Young People Service considers recommending any such changes to policy and guidance for adoption in schools**

(2) To review and amend as appropriate the Council's mandatory training offer to cover all nine 'protected characteristics' under the Equality Act 2010, as follows:

- 1. Age**
- 2. Disability**
- 3. Gender reassignment**
- 4. Pregnancy and maternity**
- 5. Race**
- 6. Religion or belief**
- 7. Sex (i.e. gender)**
- 8. Sexual Orientation**
- 9. Marriage and civil partnership**

(3) All County Council staff that work with children and young people receive training on LGBT issues as a mandatory part of their training

The Council promotes the above mandatory training to staff, ensuring it is also included in the traded offer to schools for their consideration, highlighting the available training on sexual orientation, gender identity and associated issues as appropriate. In addition, that the Council retains its current discretion to commission more targeted training in any of the nine protected characteristics to meet identified service priorities.

(E) WORKING WITH THE LGBT COMMUNITY

(1) Encourage and support the LGBT Community to enable Annual Gay Pride Event(s) organised in North Yorkshire starting in summer 2016

Awareness of LGBT can be greatly increased in the local community through specific events. The annual Pride in London Parade through the heart of the West End gives the LGBT community visibility and a chance to speak loudly to the rest of the city about what has been achieved, how far the community has come and the support that is needed to continue the progress.

The London Community have been creative in setting themselves up as a Community Interest Group and drawing funding from a range of sponsors from across the private sector as well as from the Mayor of London. It would be good to see if something as creative could be organised within North Yorkshire.

(2) Ensure that there is greater promotion of the existence (but not the venues) of the LGBT Youth Groups particularly within schools to encourage a greater take up

(3) Develop more LGBT youth groups in the County to get a greater coverage

The value of the LGBT Youth groups can be enormous to individual young people. Whilst they remain a confidential service there does not seem to be much promotion due to safety concerns about retaliation against the people who go to the groups. Whilst this is a legitimate concern, there could be more done to inform the young people in schools of the existence of the Youth Groups.

The initial contact though with prospective group members should remain confidential as well as the location of the Youth Group meetings.

There are however, only the two in North Yorkshire based in Scarborough and Harrogate. This caused us some concern as it meant there were large areas of the county which were effectively out of reach of a youth group.

The Task and Finish Group welcomed the suggestion from the Officer Delivery group that the current LGBT Youth Group model should be extended across the county and would encourage the prevention service and public health to develop proposals in the short term on how this could be achieved.

Success Indicators

How will we know whether the situation in North Yorkshire is improving for the LGBT Young People? The following success indicators are proposed and the Council is requested to measure its progress against them. They are:

- Reductions in the concerns by LGBT Children in the Growing Up in North Yorkshire survey 2016 and 2018
- The number of organisations that sign up to anti bullying pledge
- The numbers of schools that become members of Stonewall's School Champions programme
- All County Council staff who work with children and young people being trained on LGBT issues
- A successful gay pride event(s) becomes an annual event within the county
- An increase in the number of LGBT young people accessing LGBT youth groups in the County

Evidence considered

1. **What Can We Do For LGBTQ Youth in North Yorkshire?** A Report By: Andrew Richards and Ian Rivers (2002) York St John College
http://mesmac.co.uk/uploads/cms/files/lgbq_youth.pdf
2. **The experiences of young gay people in Britain's schools in 2012** – Stonewall (2012)
[http://www.stonewall.org.uk/documents/school_report_2012\(2\).pdf](http://www.stonewall.org.uk/documents/school_report_2012(2).pdf)
3. **Homophobic bullying in Britain's schools** – Stonewall (2009)
http://www.stonewall.org.uk/documents/the_teachers_report_1.pdf
4. **Growing up as a Gay, Lesbian, Bisexual or Transgender Young Person in North Yorkshire** – Report to North Yorkshire County Council Young People Overview and Scrutiny Committee - 30th January 2015 (Including Appendices)
<http://democracy.northyorks.gov.uk/committees.aspx?commid=31&meetid=2192>
5. **Young Person's Survival Guide to York**
<http://yorksurvivalguide.co.uk/>
6. **LGBT police officers and staff tell young gay people It Gets Better**
<https://leics.police.uk/news-appeals/news/2013/05/17/lgbt-police-officers-tell-young-gay-people-it-gets-better>
7. **METRO Youth Chances, 2014. *Youth Chances Summary of First Findings: the experiences of LGBTQ young people in England.***
http://www.youthchances.org/wp-content/uploads/2014/01/YC_REPORT_FirstFindings_2014.pdf
8. **How You Can Help Us:**
How adults can help Lesbian, Gay, Bisexual and Trans* youth
Clíodhna Devlin, LGBT Youth North West and Children in Need
<http://www.lgbtyouthnorthwest.org.uk/wp-content/uploads/2013/01/How-You-Can-Help-Us-Full-Report.pdf>
9. **NYCC Transgender guidance for schools January 2014**
10. **NYCC 2015 Health and Wellbeing Update summer term 2015**
11. **LGBT Delivery Group Action Plan 2015**

12. Evidence provided to Stonewall by the County Council as their submission to the Stonewall Education Equality Index
13. An overview of the Stonewall training programme
<https://www.stonewall.org.uk/get-involved/education/teacher-training>
14. Preventing and tackling bullying Advice for head teachers, staff and governing bodies – Department of Education October 2014
15. Exploring the school's actions to prevent and tackle homophobic and transphobic bullying – Ofsted April 2014



Pictures

All but one of the pictures in this report are from KS4 students at Lady Lumley's School, Pickering and were designed during their anti-bullying week.

The other picture that is below is part of the Stonewall Gay. Let's Get Over It! Campaign.

GAY.
LET'S GET THE
MEANING STRAIGHT.

Gay. Let's get over it.

 @stonewalluk  facebook.com/stonewalluk



Background

Review Process

The Young People Overview and Scrutiny Committee agreed in January 2015 to undertake a focused piece of work looking at how to support existing work and to highlight best practice in raising awareness and understanding of the experiences and issues faced by young people who are Gay, Lesbian, Bisexual or Transgender (LGBT).

Accordingly, the committee set up a task group consisting of County Councillors:

Val Arnold (Task Group Chairman), Derek Bastiman, David Jeffels, Joe Plant, John Ritchie and Elizabeth Shields.

A series of meetings were held to take evidence, hearing first hand from the two LGBT youth groups that exist in North Yorkshire based in Harrogate and Scarborough on their experiences of growing up in the County.

Visits to Harrogate High School and King James' School, Knaresborough enabled the group to consider those examples of good practise, the effect they had within their schools and how they could be incorporated across the county.

The results from the Growing Up in North Yorkshire 2014 survey Year 10 pupils were examined to consider the implications of the responses from those Young People who were LGBT.

A number of influential national reports were considered by the group which are highlighted in the evidence considered section. These aided the group as they set into context, the negative experiences documented in North Yorkshire alongside those experienced by LGBT Young People across the country, as well as looking at solutions that had proved successful elsewhere.

We also met with the Council's Officer LGBT Delivery Group that included representatives from across the council's departments and outside the council with partners such as the NHS and service providers such as Yorkshire MESMAC.

We were assisted during the course of our review by Clare Barrowman, Education Development Adviser, Education and Skills and by Neil White, Corporate Development Officer.

'How You Can Help Us'- A guide for if someone comes out to you (Produced by LGBT Youth North West and Children in Need)

For many adults, the thought of a young person coming out to them, or talking about their gender, sexuality or identity can be quite scary. LGBT young people have given some advice, based on their own experiences, in order to help those significant adults support young people:

Young people have given some advice, based on their own experiences, to help YOU to help others.

AS AN LGBT YOUNG PERSON YOU CAN HELP ME BY...

Being supportive

Listening to what I have to say

Offering advice

Being prepared, (having information and giving advice) - But we understand you might not have all the answers, don't worry, we don't either!

Being positive

Not rushing me

Signposting

Researching, and helping me research

Being honest if you're not sure

Treating me, and my experiences individually

Asking what you can do to help

Giving me time

Taking time for yourself

Respecting me and the LGBT community

Keeping calm

Bringing me to an LGBT youth group (you can find these on www.lgbtyouthnorthwest.org.uk) and helping to ensure that groups like these stay open

Having resources and information ready for me (especially teachers)

Challenging discrimination, homophobia, biphobia and transphobia

Realising you're being trusted with something important, significant and amazing

IN THE PAST, AS AN LGBT YOUNG PERSON, MY COMING OUT EXPERIENCE

WAS MADE DIFFICULT BY SOMEONE...

Telling me it is wrong

Criticising me

Being negative

Being judgemental

Asking lots of questions (this can be intrusive and just because we are LGB or T doesn't mean we know the answers to any of your questions)

Discriminating

Telling someone else

Assuming

Making a big deal of it

Stereotyping

Making jokes

Imposing your own beliefs/opinions

Assuming gender identity and sexuality were the same thing

Assuming all people who identify as Trans* want surgery

Dismissing

Ignoring

Ignoring others bullying me and telling me that I need to grow up

Telling me it is "just a phase"

Being aggressive

For more information, and the full report of "How You Can Help Us" please contact cliodhna@lgbtynw.org.uk Or Info@lgbtynw.org.uk Visit www.lgbtyouthnorthwest.org.uk where you can get more information and training, and find out more about our 'Don't Assume...' Campaign



Trans is an umbrella term that refers to many identities within the gender spectrum including transgender, intersex, androgynous, transsexual & transvestite.*