



tackling homophobic bullying

equality
matters

CONTENTS

1.	WHAT IS HOMOPHOBIA?	5
	The extent of the problem Defining the problem Transphobic bullying The problem of homophobia in schools The effects of homophobia on teachers and pupils Cyberbullying	
2.	CREATING A POSITIVE CULTURE IN SCHOOLS	11
	The benefits to schools of tackling homophobic bullying Why sex and relationship education is important	
3.	RESPONSIBILITIES OF THE EMPLOYER	13
	Health and Safety at Work (Northern Ireland) Order 1978 (Incorporating the Health and Safety at Work etc. Act 1974) Section 75 of the Northern Ireland Act 1998 European Convention on Human Rights The Education and Libraries (NI) Order 2003 Equality Act (Sexual Orientation) Regulations (NI) 2006 Sex Discrimination (Gender Reassignment) Regulations (NI) 1999	
4.	STRATEGIES AND REMEDIES	16
	School ethos Anti-bullying policy Equal opportunities policy Curriculum Behaviour management Pastoral and other support Actions school staff can take about pupil bullying	
5.	NASUWT SUPPORT FOR MEMBERS	19
	Advice NASUWT support for members	
6.	OTHER SOURCES OF SUPPORT AND INFORMATION	21

1. WHAT IS HOMOPHOBIA?

Homophobia is an irrational dislike, hatred or fear of individuals who are gay, lesbian, bisexual or trans.

The NASUWT believes that the harassment, bullying and persecution of Lesbian, Gay, Bisexual and Trans (LGBT) people are issues for teachers. Homophobic bullying is commonplace within society and in this context schools are not immune from homophobia and the problems it creates.*

The NASUWT is committed to securing equality, respect and dignity for all, including LGBT teachers.

The extent of the problem

Schools, like the rest of society, are made up of individuals holding a spectrum of values, beliefs and opinions. Some of these may be based on prejudice and be discriminatory. Homophobia, biphobia and transphobia are examples of such prejudice.

A 2011 report by the Rainbow Project painted a picture of widespread homophobia across Northern Ireland. *Through Our Eyes – Experiences of Lesbian, Gay and Bisexual People in the Workplace* found that more than a quarter of gay people in Northern Ireland have complained about homophobia in their workplace. The report also found that one in four gay, lesbian, bisexual or trans people hid their sexuality while at work in the private sector.

Within the community and voluntary sector, 31% of gay people reported derogatory comments being made about the LGBT community by colleagues, rising to 40% in the public sector and 42.5% in the private sector.

Almost 70% of LGBT people who complained about homophobia were not happy with either the outcome or with how their grievances were dealt with.

The Equality Commission Northern Ireland's 2012 Report *Do you mean me?* showed that over a quarter of people (27%) would be concerned about a gay, lesbian or bisexual person living next door, compared to 14% in 2005.

Forty-two per cent of Northern Irish people would be unhappy about an LGBT person becoming an in-law, a rise of 13 percentage points over six years. Around a third of people (35%) would mind a transgender person as a work colleague, a figure which rises to 40% as a neighbour and 53% as an in-law.

* For the purposes of this document only, homophobia is used as an umbrella term to define homophobic, biphobic and transphobic behaviour.

Schools and colleges in Northern Ireland will therefore reflect the wider society in which they exist and have a critical contribution to make on tackling prejudice and discrimination.

Defining the problem

Examples of homophobic behaviour can include:

- offensive ‘jokes’, language, innuendo and mockery;
- insulting or abusive behaviour and gestures;
- graffiti;
- damage and threat to property;
- refusal to co-operate because of a person’s sexual orientation;
- deliberate exclusion from conversation and professional and social activity;
- HIV/AIDs-related discrimination;
- physical threats; and
- assault.

Homophobic bullying may be directed against and perpetrated by any member of the school community, including staff, pupils and parents/carers. Those who suffer homophobic abuse do not necessarily have to be LGBT to experience it. Some may experience it because they are perceived to be lesbian, gay, bisexual or trans.

Transphobic bullying

Transphobic bullying occurs when people are bullied due to their gender identity, their perceived gender identity or because they do not conform to culturally conventional gender roles. ‘Trans’ is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms.

Children of school age may experience gender variance, which could make them a target for bullying. According to figures provided by the Gender Identity Research and Education Society (GIREs), one in 1,000 school children suffers from gender dysphoria – roughly one pupil for every high school – though not all of them will seek gender reassignment surgery. There has been a sharp rise in the number of primary aged children (or younger) referred for help with coping with transgender feelings. According to research by GIREs and lobby group Press for Change, most children who experience gender variance fail to complete their school education. Around half of all trans teenagers will make a

suicide attempt before they turn 20. Trans teachers are also at risk of transphobic bullying.

Gender variance is different to sexual orientation. Gender identity is different to sexual attraction. Trans people, just like everyone else, can be straight, lesbian, gay or bisexual. Therefore, transphobic bullying is different from homophobic bullying.

The problem of homophobia in schools

Research consistently demonstrates that homophobic abuse is a serious issue for schools and society. Given the nature of the bullying, it is unlikely that many of those who experience homophobic abuse are willing to report it, since they may fear further stigmatisation and isolation. There is limited information available about homophobia within Northern Ireland schools, but there is nothing to suggest that the extent and nature of the problem will differ significantly from that of the rest of the UK.

In 2012, the University of Cambridge carried out research for Stonewall's *School Report 2012* which found that:

- homophobic bullying is widespread in UK schools; 55% of lesbian, gay and bisexual pupils have experienced direct bullying;
- almost all gay young people (99%) hear the phrases 'that's so gay' or 'you're so gay' in school and 96% of gay pupils hear homophobic language such as 'poof' or 'lezza';
- three in five gay pupils who experience homophobic bullying say teachers who witness bullying never intervene;
- only half of gay pupils report that schools say homophobic bullying is wrong and only 37% do so in faith schools.

This was followed by the Teachers' Report (2014): Homophobic bullying in Britain's schools, published by Stonewall, which showed that:

- almost nine in ten secondary school teachers and almost half of primary school teachers said children and young people, regardless of their sexual orientation, currently experience homophobic bullying, name-calling or harassment in their schools;
- in addition to direct bullying, 89% of secondary school teachers and 70% of primary school teachers report hearing the phrases 'you're so gay' or 'that's so gay' in their schools;
- two thirds of secondary school teachers and a third of primary school teachers report hearing other insulting homophobic remarks such as 'poof', 'dyke', 'queer' and 'faggot';

- more than half of secondary school teachers (55%) and four in ten primary school teachers (42%) say they do not challenge homophobic language every time they hear it;
- very few teachers in primary schools (8%) or secondary schools (16%) have received any specific training on how to tackle homophobic bullying;
- three in ten secondary school teachers (29%) and 37% of primary school teachers do not know if they are allowed to teach about LGBT issues in their schools;
- more than a third of secondary school teachers (37%) and nearly a third of primary school staff (29%) have heard homophobic language or negative remarks about lesbian, gay and bisexual people from other school staff; and
- only a third (32%) of primary school staff and fewer than half of secondary school staff (42%) in Britain agree that their headteacher demonstrates clear leadership when it comes to tackling homophobic bullying.

Other sources of research show significant levels of homophobia both in society and within education.

The effects of homophobia on teachers and pupils

Homophobic bullying has a profoundly damaging impact on young people's school experience.

One in three gay pupils (32%) experiencing bullying change their future educational plans because of it and three in five say it impacts directly on their school work. Gay people being bullied are at a higher risk of suicide, self-harm and depression. Two in five have attempted or thought about taking their own life directly because of bullying and the same number say that they self-harm because of bullying.

A 2011 Report for the NASUWT by Perpetuity Research, *The experience of prejudice-related bullying amongst teachers and headteachers*, found that:

- around a third of NASUWT members were victims of prejudice-related bullying or harassment in the preceding 12 months;
- around 8% of those teachers suffering prejudice-related bullying or harassment did so on the basis of their sexual orientation;
- a fifth of those reported prejudice-related bullying or harassment as a constant feature of their working lives;
- only 15% of those victimised reported every incident that occurred;

- 48% of prejudice-related bullying or harassment is perpetrated by a teacher's immediate line manager; a third by colleagues; and 25% by pupils.

Homophobic bullying of teachers can lead to:

- low self-esteem;
- a culture of fear;
- pupil indiscipline;
- pupil or staff absenteeism;
- reduced staff effectiveness;
- increased staff turnover;
- poor teaching performance;
- academic underachievement;
- stress;
- poor health;
- self-harm.

Cyberbullying

Advances in the use of information communications technology (ICT) has provided new and sophisticated tools with which bullies are able to carry out their activities. Cyberbullying may involve the abuse of e-mail, internet, social networking sites, virtual learning environments, digital cameras and mobile phones and has emerged as a key challenge for schools, affecting both pupils and staff.

These advances in technology means that cyberbullying can take place at any time. The bully often remains anonymous and can now conduct their activities from the comfort of their homes while the person bullied is no longer able to find any refuge in theirs. This type of bullying is often more damaging as offensive and hurtful messages or images can be spread quickly and seen by many people.

Cyberbullying is used to perpetrate homophobic bullying. The anonymous nature of this tool makes it far easier for perpetrators to make discriminatory statements and exhibit prejudice without the threat of immediate sanctions from others or disapproval from their peers.

A survey conducted by the NASUWT during 2015 on the abuse of social media against school staff in Northern Ireland showed that 39% of teachers had experienced insulting comments, allegations of inappropriate behaviour with a pupil, comments on their performance or other comments posted about them online or on a social networking site. Sixty-five per cent of

teachers did not report incidents of abuse by pupils, because they felt no action would be taken against them.

The vast majority of cyberbullying against teachers had been carried out by pupils aged between 11 and 16 years of age. However, abuse had also been received from pupils as young as five years of age.

Half of teachers responding had also received offensive comments or harassment on social networking or other internet sites by parents.

NASUWT surveys show that whilst schools are required to have anti-bullying policies and procedures in place to tackle cyberbullying, many schools had failed to include aspects of homophobic and other forms of prejudice-related bullying. Moreover, where schools have policies, these are often not clearly communicated to pupils, parents and staff.

The impact of cyberbullying on children and young people is equally as devastating as the effect on adults. In some cases it has led to young people taking their own life.

2. CREATING A POSITIVE CULTURE IN SCHOOLS

The benefits to schools of tackling homophobic bullying

Where the culture and practices of schools and colleges do not promote a safe and healthy environment, all pupils and staff are affected adversely. In particular, standards of teaching and learning are undermined and staff turnover affected.

Schools and colleges should establish a clear programme of action to tackle bullying and all forms of violent and disruptive behaviour, including homophobia, through a policy of zero tolerance.

The 2011 *Report of an Evaluation of Relationships and Sexuality Education in Post-primary Schools*, carried out by the Education and Training Inspectorate (ETI), revealed that 78.2% of respondents felt that they needed more information and guidance on the diversity of sexual orientation; this was the topic with the highest percentage of respondents.

Why sex and relationship education is important

Effective sex and relationship education (SRE) is important in helping young people make responsible and well-informed decisions about their lives. It enables young people to develop self-respect as well as respect for others.

It is clear that a whole-school approach is needed to successfully challenge bullying and create an environment where children and young people feel safe to learn. This requires consistency: a consistent approach to tackling instances of prejudice and bullying; and consistent messages given out about understanding and respecting diversity, promoting equality, social cohesion and reinforcing mutual respect.

A survey of young LGBT people in Northern Ireland, conducted by the Education Equality Project, showed that 94% of young LGBT people were not taught anything in sexual health education that they felt was relevant to them as an LGBT person. Twenty-four per cent of respondents reported that they had been taught something about being LGBT in school that they now know to be false, e.g. that all gay men have AIDS and that people choose to be LGBT. Seventy-nine per cent of respondents reported that they had been taught nothing about their rights as an LGBT person including: civil partnership rights, anti-discrimination legislation and the correct age of consent.

Stonewall's advice on tackling homophobia in secondary schools asks schools to:

'consider how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity.'

3. RESPONSIBILITIES OF THE EMPLOYER

Acts of homophobic bullying may result in a range of actions, including criminal or civil claims being brought against the employer and the bullying individual.

Health and Safety at Work (Northern Ireland) Order 1978 (Incorporating the Health and Safety at Work etc. Act 1974)

All employers have a duty of care to their employees.

This means that they must work to ensure the physical and mental health and wellbeing of all employees.

Employers are also required to assess the work-related risks to the health and safety of their employees and to take appropriate action in the light of such an assessment.

This duty of care means that employers should have in place a workplace harassment policy and procedure that is properly implemented. Such policies and procedures should include reference to homophobic bullying.

In law, employers are also responsible for the conduct of their employees during the course of employment. This is known as their 'vicarious liability'. The employer is still responsible even if the unacceptable conduct is committed without their knowledge or approval.

The employer can be held liable under both criminal and civil law unless it can be shown that all reasonable steps have been taken to eliminate unwarranted behaviour.

Section 75 of the Northern Ireland Act 1998

The vast majority of schools in Northern Ireland are funded with public money yet operate, essentially, as independent bodies. Public schools are maintained by a grant of funds made available from the Education Authority or directly from the Department of Education and a consequence of this system is that boards of governors and headteachers hold ultimate power in relation to how the school is run.

A significant difference between schools in Northern Ireland and the rest of the UK is that for the purposes of Section 75 of the 1998 Northern Ireland Act (Northern Ireland's Equality Legislation), Northern Irish educational establishments are not designated as public bodies. This makes tackling homophobia in schools within a legal framework extremely difficult for both teachers and students.

In 2005, the Equality Commission Northern Ireland commissioned the National Foundation for Educational Research (NFER) to ‘develop a range of potential options that can further equality in schools; and to provide a detailed implementation plan on the preferred option(s)’. The NFER then carried out a public consultation and organised consultation seminars to assist in their research.

Their discussion paper, *Mainstreaming Equality Objectives in Schools*, was presented to the Equality Commission in April 2006 and noted that there was a ‘virtual unanimity of views concerning the desirable moral and political ethos and purposes of section 75’ of the Northern Ireland Act 1998.

Despite this finding, and despite pressure from lobbying groups and progressive organisations, the Equality Commission has failed to take this forward – in effect, creating a Northern Irish ghetto of homophobia within the UK’s education system.

European Convention on Human Rights

Schools and colleges are public authorities and therefore bound not only by domestic legislation, but also by international human rights obligations to which the UK government is a signatory.

Article 2 of the First Protocol of the European Convention on Human Rights (ECHR) guarantees that no-one shall be denied the right to education; so it can be argued that LGBT young people are being denied this right because schools do not recognise the rights and needs of LGBT young people or adequately protect them against homophobic bullying.

If this denial of the right to education is based on a young person’s sexual orientation or gender identity, schools and colleges would also be in breach of Article 14 of the Convention, which guarantees that convention rights shall be secured without discrimination.

Article 13 of the ECHR guarantees that everyone whose convention rights are violated shall have access to an effective remedy. The education structures of Northern Ireland mean that there is a de facto breach of this article, since boards of governors have ultimate authority over what happens in their school and there is no statutory mechanism to bring a complaint against either a school or a board of governors.

The Education and Libraries (NI) Order 2003

Section 17 (1) of the Order obliges boards of governors to 'safeguard and promote the welfare of registered pupils.' Schools which do not protect their pupils from homophobic bullying or respond adequately to incidents of bullying are therefore in breach of the Order. The boards of governors have this obligation and by not making efforts to tackle homophobic bullying, the NASUWT considers that they would be acting in breach of the 2003 Order.

Employment Equality (Sexual orientation) Regulations (Northern Ireland) 2003

These Regulations outlaw discrimination on the grounds of sexual orientation within employment, vocational training and further and higher education. They make it unlawful for service providers to discriminate in the provision of goods, facilities and services, including the provision of education.

These Regulations do offer limited protection for the rights of teachers and other members of the educational workforce. However they offer almost no protection for a young person subjected to homophobic bullying in school, being limited to employment, training, further and higher education.

These Regulations place a negative duty on service providers (not to discriminate) as opposed to a positive duty to promote equality, so the burden of proof falls on a young person to prove that he or she has been discriminated against.

A person is protected under the Regulations from:

- direct discrimination;
- indirect discrimination;
- harassment;
- victimisation.

Equality Act (Sexual Orientation) Regulations (NI) 2006

These regulations extended the protection against discrimination to the provision of goods, facilities and services, including the provision of education in schools.

Sex Discrimination (Gender Reassignment) Regulations (Northern Ireland) 1999

These are a measure to prevent discrimination against transsexual people on the grounds of sex in pay and treatment in employment and vocational training. For the purposes of employment and vocational training, discrimination on grounds of gender reassignment constitutes discrimination on grounds of sex and is contrary to the Sex Discrimination Order.

4. STRATEGIES AND REMEDIES

School ethos

The NASUWT believes there are a number of strategies and mechanisms that help set out what schools can do to help deliver on their commitment to challenging homophobia, such as:

- the staff handbook;
- school documentation that clearly states that the school does not tolerate homophobia;
- appropriate references in recruitment information and publicity;
- induction programmes for new pupils/parents/staff that explicitly address issues of homophobic and other types of prejudice-driven bullying;
- appropriate whole-staff training and guidance, including continuing professional development (CPD) opportunities;
- effective equal opportunities, dignity at work and behaviour policies.

Anti-bullying policy

In addition, headteachers should satisfy themselves that their policies comply with the Human Rights Act 1998. The policy should include specific reference to all bullying on grounds of sexual orientation. The protection available to pupils within the school should also be available to staff. The policy should explicitly address the problem of pupils who bully staff.

Equal opportunities policy

Schools should have a policy in respect of equal opportunities, which should be reflected in all aspects of school ethos and school life. It should apply to staff, pupils, parents/carers and all others who use school premises.

The policy should include reference to the problems of discrimination, bullying and persecution on grounds of sexuality and gender identity issues. It should be disseminated to all staff, pupils at the school and parents/carers.

All staff should receive training in respect of the policy.

In addition, the policy should be monitored regularly with a view to identifying and dealing with any trends or issues of concern.

Curriculum

Research indicates that only one in 38 lesbian and gay young people could recall any mention of homosexuality in sex education lessons at school (Trenchard, L and Warren, H (1984), *Something to Tell You*, London: London Gay Teenage Group).

An effective, coherent and robust school sex and relationship education policy should:

- provide help and support to young people through their physical, emotional and moral development;
- enable young people to understand human sexuality;
- help young people learn respect for themselves and others.

Addressing these issues is an essential prerequisite to tackling the problem of homophobic bullying and an essential form of early intervention.

The Rainbow Project has produced two excellent publications which provide detailed guidance on dealing with issues of homophobia within the Northern Irish Curriculum: *Left Out of the Equation* and *The Education Equality Curriculum Guide*, both published in 2011.

Behaviour management

All schools should develop policies that provide the conditions for all pupils to learn and for all teachers to teach in a safe environment free from violence and disruption.

Violent and aggressive language and behaviour and all forms of harassment and bullying are unacceptable. Such behaviour must not be tolerated or seen to be tolerated by the failure of school management to take firm action against bullies. The school's behaviour policy and procedures should clearly define what sanctions will be used to deal with such behaviour, including the use of exclusion.

The Union advises that all schools should consult with their staff when drawing up the behaviour management policy and procedures and that parents and carers should also be involved.

Schools can address the problem of bullying related to sexual orientation and gender identity through a range of measures, including:

- encouraging pupils to report incidents of bullying;
- making available gender-neutral toilets;
- monitoring incidents of bullying;
- raising awareness of teaching and non-teaching staff so that they are alert to signs of bullying and clear as to how to respond;
- strategies covering break times;
- appropriate staff training.

Pastoral and other support

Access to support and counselling facilities is important for staff and pupils who experience homophobic abuse. All instances of bullying should be followed up, regardless of the pastoral or other support offered. Confidentiality should be respected. In the case of pupils, however, it may not be appropriate to promise confidentiality.

The NASUWT supports the adoption of a number of strategies for reducing homophobic bullying, including:

- making clear and specific reference to the unacceptability of homophobic bullying in the school's anti-bullying policy;
- in-service training for staff;
- guaranteeing confidentiality and appropriate advice to LGBT pupils;
- consistently challenging homophobic language;
- exploring issues of diversity and difference;
- exploring pupils' understanding of their use of homophobic language.

Actions school staff can take about pupil bullying

Teachers and other staff should keep a written record of any incidents of homophobia that they witness or that are reported to them, including details of:

- times and dates;
- places;
- witnesses;
- pupils involved;
- the nature of the bullying.

Incidents of homophobic bullying should be communicated to the school management so that effective action can be taken. At the same time, any concerns regarding confidentiality should be considered.

5. NASUWT SUPPORT FOR MEMBERS

Advice

Every teacher has the right to respect and a safe working environment and legal rights which underpin these. Any member who has experience of homophobic abuse should keep a written note of the event(s) causing concern, including details of:

- times and dates;
- places;
- witnesses;
- persons involved;
- the nature of the bullying.

Where members experience difficulties in their school, they should contact the NASUWT immediately.

In addition, teachers should obtain a copy of their school's equal opportunities, behaviour and/or dignity at work policy and any policies and associated procedures for dealing with homophobic bullying, harassment and discrimination.

NASUWT support for members

The NASUWT offers a regular programme of training on equality matters for its Workplace Representatives and Local Association Secretaries. Representatives are trained in the handling of all areas of casework involving workplace discrimination, harassment and bullying, including homophobic bullying. The Union also offers courses for members on behaviour management, tackling bullying and assertiveness, as well as a specific development course for LGBT members.

The NASUWT has a national LGBT Members' Advisory Committee, which provides advice to the National Executive Committee and informs the policies of the Union in respect of equality for LGBT members. The Union also has an annual Consultation Conference for LGBT teachers.

The NASUWT vigorously campaigns to promote equality for LGBT members and was at the forefront of a joint union legal challenge to two specific parts of the Employment Equality (Sexual Orientation) Regulations 2003.

The Union also supports international campaigns to stamp out homophobia through work with Education International (EI) and Amnesty International and support for organisations such as the Jamaica Forum for Lesbians, All-Sexuals and Gays (J-Flag), the Cuban National Centre for Sex Education (CENESEX) and Sexual Minorities Uganda (SMUG).

Any NASUWT member who is subject to homophobic bullying should contact the NASUWT where they will receive:

- confidential face-to-face and telephone advice;
- information;
- workplace representation, as appropriate;
- legal advice and assistance, as appropriate.

The NASUWT works in partnership with EI, the European Trade Union Confederation (ETUC) and Amnesty International and supports these international organisations in campaigning against homophobic bullying. The NASUWT was heavily involved in the drawing up of the TUC Charter on International Lesbian, Gay, Bisexual and Transgender Solidarity.

As well as being part of the Anti-Bullying Alliance (ABA), the NASUWT is actively involved in a national campaign with Stonewall and other partners in challenging homophobia and homophobic bullying in schools. The Education For All campaign aims to promote a safe learning environment for all through a number of national strategies. For more information on the Education For All campaign, contact Stonewall via www.stonewall.org.uk.

The NASUWT has led the campaign on combatting prejudice-related bullying and campaigned to ensure that this particular type of bullying is included in UK Government anti-bullying guidance.

6. OTHER SOURCES OF SUPPORT AND INFORMATION

There are a number of organisations supporting individuals who have experienced homophobic bullying.

The Rainbow Project

An organisation working to improve the physical, mental and emotional health of gay, bisexual and non-heterosexual men in Northern Ireland.

Belfast LGBT Centre
1st Floor Memorial House
9-13 Waring Street
Belfast BT1 2DX

Tel: 028 9031 9030
Email: info@rainbow-project.org
www.rainbow-project.org

Cara Friend

An organisation dedicated to supporting, empowering, educating, and offering friendship to everyone in the LGBT community

Belfast LGBT Centre
1st Floor Memorial House
9-13 Waring Street
Belfast BT1 2DX

Tel: 028 9089 0202
Email: admin@cara-friend.org.uk
www.cara-friend.org.uk

Stonewall

Lobbying organisation for lesbian, gay and bisexual equality.

Tower Building
York Road
London SE1 7NX

www.stonewall.org.uk

Lifeline

Northern Ireland: 0808 808 8000 24/7 helpline

Parenting NI Helpline

Northern Ireland: 0808 8010 722

Teacher Support Network

A confidential telephone counselling, support and advice service for teachers.

Services are currently under development for Northern Ireland but accessible through **www.teachersupport.info**.

Other sources of information or resources

Anti-Bullying Alliance: brings together over 100 voluntary, statutory and private organisations into one network and looks to develop a consensus around how to stop and prevent bullying, aim to influence policy and disseminate best practice.

www.anti-bullyingalliance.org.uk

LGBT History Month (formerly Schools OUT UK): a formal and informal support network for people who want to raise the issues of homophobia, transphobia and heterosexism in education.

www.lgbthistorymonth.org.uk

Cutting Edge Consortium: organisations working for the elimination of any faith-based homophobia/transphobia and institutionalised prejudice towards lesbian, gay, bisexual and trans people.

www.cuttingedgeconsortium.co.uk

Families and Friends of Lesbians and Gays (FFLAG): a charity dedicated to supporting parents and their lesbian, gay and bisexual daughters and sons.

www.fflag.org.uk

Gendered Intelligence: a community interest company which looks to engage people in debates about gender, offers support to individuals and trans awareness training to organisations throughout the UK.

www.genderedintelligence.co.uk



NASUWT

The Teachers' Union
NORTHERN IRELAND

Tel: 028 9078 4480
E-mail: rc-nireland@mail.nasuw.org.uk
Website: www.nasuw.org.uk



www.facebook.com/nasuw



twitter.com/nasuw

15/07048 Northern Ireland