Life for LGBT Young People in Dumfries & Galloway

Schools Survey 2019

CONTENTS

1.   INTRODUCTION

Since 2015, LGBT Youth Scotland in Dumfries and Galloway have carried out an annual survey in order to understand more about young peoples' views on the experiences of LGBT young people living within the region. The survey development, circulation, analysis and report are carried out by a student during a 3rd year social work degree placement. A questionnaire is circulated to schools who agree to participate, asking young people about their own experience in secondary schools and requesting recommendations of how to best improve the experience of LGBT young people in Dumfries and Galloway. This year, a total of 15 schools participated in the study with 380 young people completing the questionnaire.

Schools were contacted through a nominated teacher who was responsible for distributing 30 surveys within their school. The pupils did not need to be known to be LGBT to participate in this survey as the aim is to gain a realistic picture using a random sample of young people. The survey asked the participants their age, sexual orientation and gender identity and followed with a number of questions to explore their experience in school, the community and in youth groups.

The survey questions are not significantly altered from year to year in order to facilitate comparison between the annual data gathered. However, in 2019 several changes were made to the survey, following discussion with representatives from a range of partner organisations in the D&G LGBT Youth Development Group. The group assessed previous survey findings from 2016, 2017 and 2018 as well as reflecting on needs within the region. In the 2018 survey, asking the question of whether the participants were out as LGB or T prevented some respondents from answering accurately as they did not necessarily identify specifically as lesbian, gay, bisexual or transgender (i.e. identified as pansexual or asexual). Therefore, for the 2019 survey, we asked whether the respondents were out '*as their identified sexual orientation or gender identity*'. We also changed the order of the questions in order to help elicit fuller responses.

Once the analysis and full report is complete, each school is provided with an individual report on the findings within the school in order to inform their strategy and practice. This includes a comparative graph and data to indicate how their responses compared to the average in schools across the region.

KEY FINDINGS

Who participated?
- 380 young people from 15 schools participated
- 15.3% of participants identified as LGB+, a 5.3% increase from last year's survey
- 2.6% of participants identified as pansexual
- 2.1% of participants identified as transgender
- Responses indicate that around 3,000 young people in the region aged 10-25 are likely to identify as LGB and 400 as transgender

Being out as LGBT
- 54% of LGBT pupils reported to be 'out' at school, last year only 33% were out
- 47.5% were out at home, last year only 27% were out
- 39.9 % were out in the community, last year only 25% were out
- 16.4% of LGBT respondents said they were not 'out' to anyone
- 8.8% of participants felt that they had to keep their gender identity or sexual orientation a secret in order to avoid negative consequences

LGBT inclusion in school
- 55.2% of participants stated that LGBT themes were included in the curriculum
- 71.2% of participants reported feeling comfortable raising LGBT issues in class, consistent with the 2018 and 2017 responses (74% and 68% respectively)
- 72.5% of participants believed that their school had an LGBT group.
- 65.5% reported that their school celebrates LGBT events.

Experience of discrimination in schools
- 27% of participants who had experienced bullying or discrimination said this was due to their LGBT identity (9% in 2018)
- 53% of participants who had witnessed of bullying or discrimination were due to perceived or actual LGBT identity
- 81% of participants have heard other pupils use negative language towards the LGBT community, a 16% increase from last year's survey (65%).
- 61% of respondents said this language was not challenged by teachers, other staff, friends or other pupils. This is a 16% increase from last year's survey.
- 5.3% had heard teachers use negative language towards the LGBT community within school
- 2.6% had heard 'other staff' use negative language towards the LGBT community

KEY FINDINGS

Impact of discrimination in schools
- 4.7% of participants said they had at some point feared for their safety due to their sexual orientation or gender identity
- 11.6% of respondents said that being bullied due to their sexual orientation or gender identity had affected their education
- 12.8% of participants said that being bullied due to their sexual orientation or gender identity had affected their friendships

LGBT inclusion in youth groups
- 25.4 % of young people said that LGBT information was provided in their youth groups
- 49.7% of young people who attended youth groups felt comfortable to raise LGBT issues within their youth group, a slight decrease since last year's survey

Experience of discrimination in youth groups
- 45.5% of young people who attend youth groups had heard negative language being used within the youth group, a decrease from 58% last year
- Only 26% of young people who attend youth groups had heard this negative language be challenged – this is a 39% decrease since 2018

Impact of discrimination in youth groups
- 5.7% of young people who access youth groups said they had felt uncomfortable at some point within their youth group due to their sexual orientation of gender identity

Impact of participating in the survey
- 29.8% of participants felt that the questionnaire had helped them to reflect on their experience which was a 20.8% increase from last year's questionnaire

2.   PROFILE OF SURVEY RESPONDENTS

Age

Figure 1 indicates the age range of participants. As the participants were made up of secondary school pupils, the ages ranged from 12 to 18+, however, the ages were broken up into four categories of 12-13, 14-15, 16-17 and 18+. The largest group of this age range were 14-15 with 58.2%, followed by 16-17 with 35.4%, 12-13 with 4% and 18+ with 2.4%.
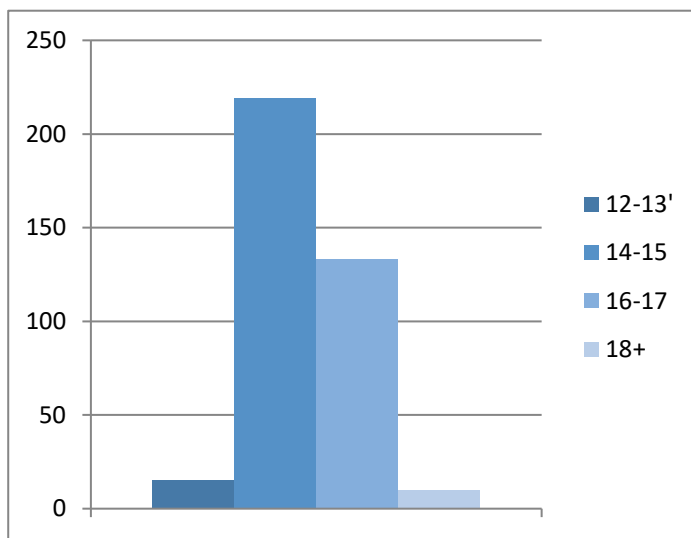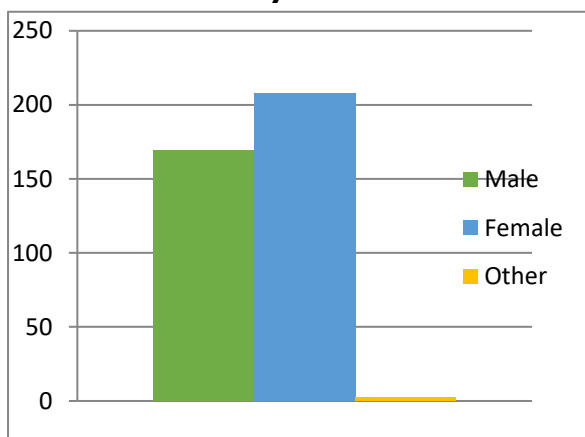

*Figure 1: age range of respondents*

Gender identity

The survey participants were asked whether they identified as male, female or other. 44.6% of respondents identified as male, 54.9% identified as female and 0.5% identified as other, see Figure 2.

Figure 2: breakdown of genders amongst participants.

Sexual orientation

Participants were asked about their sexual orientation, see Figure 3 The results indicated that 84.7% of participants identified as straight, meaning that 15.3% of participants identified as LGB+, respectively: 7.1% bisexual, 2.6% pansexual, 2.1% gay, 1.8% other, and 0.8% lesbian and asexual. This is a 5.3% increase in responses for LGBT+ identity from last year's responses.

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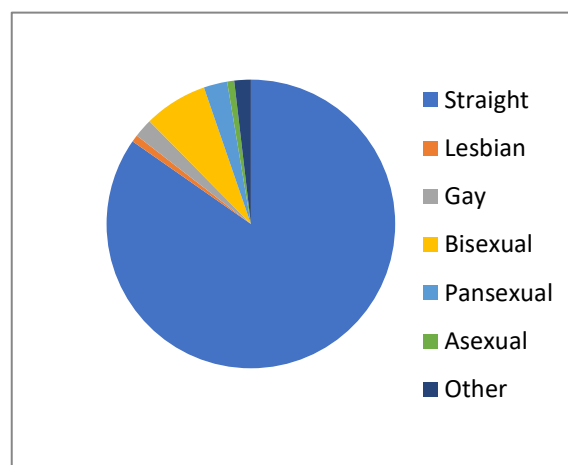
Transgender Identity

2.1% of respondents identified as transgender.

LGBT+ young people in D&G

Around 3,000 young people in the region aged 10-25 identify are likely to identify as LGB+ and 400 as transgender. We based this estimation on the figures used in the 10,000 Voices report (Dumfries and Galloway Council, 2019) which states that the population of 10 to 25-year olds is 22,690.
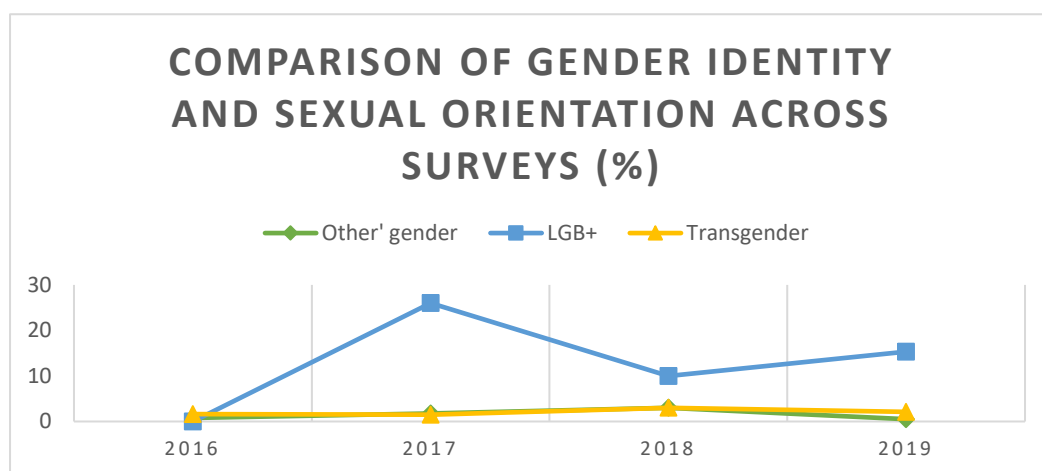
Comparison across annual surveys

Figure 4: comparison of sexual orientation and gender identity across annual surveys

The graph indicates a slight decrease from 2018 in respondents who identity as transgender and who stated that their gender was 'other' than male or female. There was an increase, however in reported respondents who identify as LGB+. This may be because for this year's survey we have added the options 'pansexual', 'asexual' and 'other' when asking about the participants sexual orientation. This may have created an opportunity for pupils to describe their sexual orientation more accurately rather than being limited to 'lesbian', 'gay' or 'bisexual' in terms of options. In fact, this year, more participants identified as pansexual than gay or lesbian.

The Office for National Statistics (2017) reported that 2% of the UK population identified themselves as LGB and that people aged 16-24 years old were most likely to identify as LGB with a rate of 4.2%. This would indicate that the findings in this report show a significantly higher rate of 15.3% of people identifying as LGB+ than the national average. However, the participants in the national report were all over

the age of 16 and our report includes the additional options of 'pansexual', 'asexual' and 'other' so the rates are not directly comparable.

There is currently no significant research in the UK which indicates a realistic percentage of the UK population who identify as transgender. The current estimate according to Stonewall (2017) is that 1% of the UK population might identify as trans. Trans in this context is an umbrella term including people who identify as non-binary. Our findings in this survey are therefore slightly higher than the estimated national average with 2.1%.

Feeling pressured to keep their gender identity or sexual orientation a secret

8.8% of respondents felt they had at some point needed to keep their sexual orientation or gender identity a secret in order to avoid negative consequences.

Being 'out' at home, at school and in the community

After identifying their gender identity and sexual orientation, the respondents were asked whether this was publicly known and if so, in which locations they were 'out'. The respondents had the option of three locations: home, school and the community or could also tick that they were not 'out' to anyone.
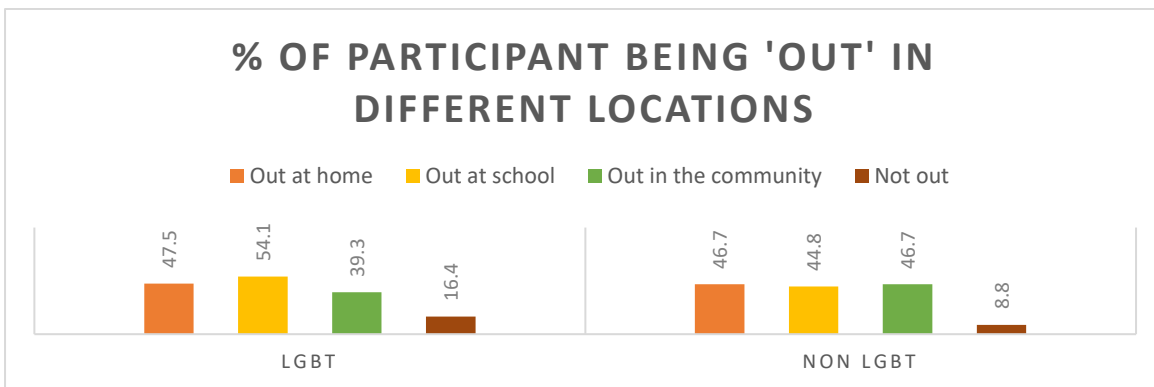

% OF PARTICIPANT BEING 'OUT' IN DIFFERENT LOCATIONS

■ Out at home   ■ Out at school   ■ Out in the community   ■ Not out

LGBT: 47.5 / 54.1 / 39.3 / 16.4

NON LGBT: 46.7 / 44.8 / 46.7 / 8.8

Figure 5: Where are LGBT and non-LGBT respondents 'out'?

Although, many respondents who did not identify as LGB or T opted out of this question and on a few occasions replied 'Not applicable', most participants did respond to this question regardless of sexual orientation or gender identity.

Of the participants who identified as LGB or T, 54.1% of participants stated they were 'out' in school, 47.5% of people stated they were out at home and 39.3% of respondents stating they were out in the community. 16.4% of LGBT participants stated that they were not out to anyone. For the participants who did not identify as LGB or T, 'home' and 'in the community' had the highest response rates. This

suggests that young LGBT people tend to feel most comfortable 'coming out' within a school setting and least comfortable within the community. It is of note, however, that there are still more people indicating they are out in the community than previously, with a 14.3% increase from last year's survey. Responses from non-LGBT people show that they tend to feel most comfortable being out at home or in the community.

3.   DISCRIMINATION

Personal experience

The next part of the survey focused on discrimination, bullying and stereotyping. The first question asked broadly whether the participant had ever experienced discrimination or stereotyping for any reason, with a follow-up question about whether they were aware of others being discriminated against.
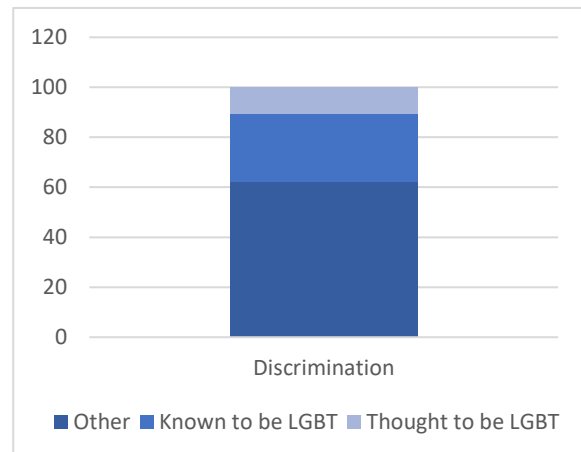

Figure 6: respondents experiencing discrimination   Figure 7: Discrimination related to LGBT identity

15.8% of respondents reported having experienced first-hand discrimination, bullying or stereotyping in some form.

A follow-up question focused on whether this discrimination was because they were thought to be LGBT, because they were known to be LGBT or for another reason. 10.6% of respondents reported that they had been discriminated against by association – because they were thought to be LGBT. 27.3% responded that they had been discriminated against because they were known to be LGBT and 62.1% of respondents reported that they had been discriminated against for another reason.

Participants were asked to share their experience if they wished to do so. There were many accounts of discrimination, bullying or stereotyping based on participant's LGBT+ identities. Participants also shared accounts of bullying by association and accounts of discrimination, bullying and stereotyping due to other characteristics. Some participants replied that they had never experienced discrimination, bullying or stereotyping.

According to some people on the bus, everything I do, say or wear is gay"

A lot of name calling (discriminatory) and being told that I should be dead"

"Been called a tranny at school and out in public"

"People write the word 'fag' on my desk"

"I've heard 'gay' as an insult"

"I got bullied because I hung around with a boy that was gay so people started thinking I was gay".

"My dad doesn't see me as his kid because I'm transgender"

"Sworn at"

"Assaulted"

"People call you names and avoid you like you're a disease"

"I got bullied in primary because of my accent"

"Being overweight"

Witnessing discrimination

Participants were also asked about whether they were aware of any instances of discrimination, bullying or stereotyping of others. 49.2% of respondents were aware of instances where others had been bullied.

A follow up question asked whether this was due to the person's sexual orientation or gender identity. 53.4% of participants responded 'yes'.
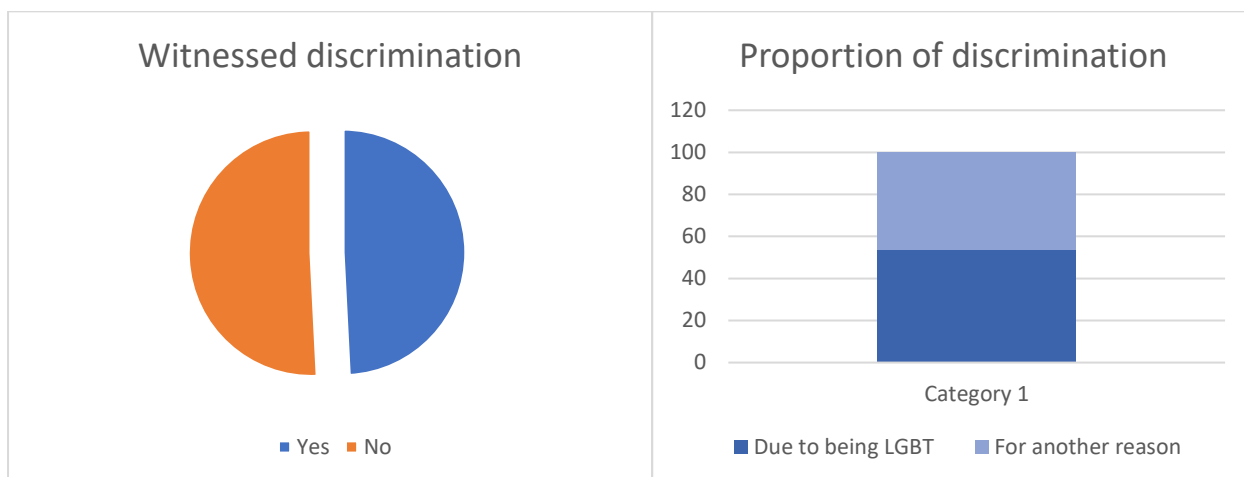

Figure 8: respondents witnessing discrimination

Figure 9: Witnessed discrimination related to LGBT identity

Respondents were given the opportunity to elaborate on experiences of others that they had witnessed if they wished to do so. There were numerous accounts of members of the LGBT+ community being targeted due to their identity or sexual orientation. There were also accounts of discrimination, bullying and stereotyping by association with the LGBT community as well as discrimination based on other characteristics. There were also responses from people who had stood up to discrimination as well as people whose comments showed they did not believe there to be an issue.

"I heard something about a teacher discrediting the trans community (saying they essentially don't exist) & students in that class using that against an openly trans guy in their year."

"There was some transphobic talk in our class, disrespectful names, misgendering purposely and calling them "it"

Many people I know get bullied because they are part of LGBTQ+."

"Very prevalent a few years ago, I would always stand up for those being bullied which usually ended up with name calling"

"My brother watches RuPaul's drag queen race, so people think he is gay"

"It is a laugh"

According to LGBT Youth Scotland's Life in Scotland Report, just over a third of LGBT young people have experienced a hate crime or incident in the previous year (LGBT Youth Scotland, 2017). Less than a third of participants would be likely to report a hate crime to the police. During the production of this report we were unable to capture an exact figure, however around ¼ of our survey participants were aware of incidents of people being bullied or discriminated due to their sexual orientation or gender identity.

4.   SCHOOL EXPERIENCE

Participants were asked about their own school experience as well as their perception of how well their school tackles the bullying, discrimination and stereotyping of LGBT pupils.

LGBT inclusion in school

The first questions focused on the representation of LGBT issues within their school. 71.2% of participants reported to feel comfortable to raise LGBT issues in class, 72.5% of participants believed that their school had an LGBT group, 65.5% reported that their school celebrates LGBT events and 55.2% of participants stated that LGBT themes or identities were included in the curriculum. Some of the subjects that were identified by the respondents as including LGBT themes were:

- Personal Social Education
- Religious Education
- English
- Biology
- History
- Health and Wellbeing
- Drama
- Modern Studies
- Business
- Sex Education

This would suggest that LGBT themes are represented in a broad range of subjects within some secondary schools in Dumfries and Galloway and that pupils are provided with spaces to discuss LGBT issues within their schools.

However, a few respondents did not see the benefit of discussing LGBT issues and themes in the curriculum indicating there may be a need to tackle prejudice and raise awareness of the value of diverse role models within the curriculum.

Negative language

USE AND CHALLENGING OF NEGATIVE LANGUAGE
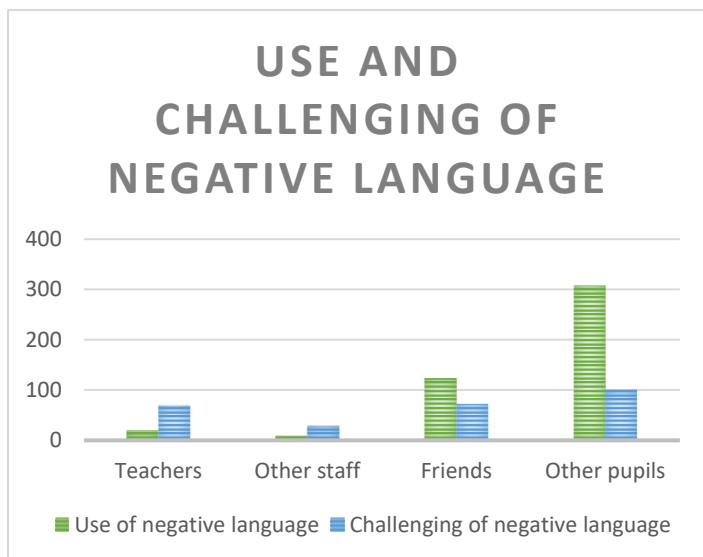
The next question aimed to understand the prevalence of use and challenging of negative language used about LGBT people within school. 81% of respondents reported 'other pupils' using negative language within school. 32.6% had heard 'friends' use negative language, 5.3% reported that teachers had done so and 2.6% other staff.

Participants were asked whether they had witnessed this negative language being challenged. 60.6% responded that they had not witnessed this language being challenged. Of the 39.4% who did witness the language being challenged, 'other pupils' was the category most likely to challenge this negative language. This was followed by 'friends', 'teachers' and 'other staff as the least likely to challenge.

In the cases of the language going unchallenged, participants were asked why they thought that was. Many of the responses alluded to the difficulty of standing up to bullies. Some believed there to be a lack of sensitivity around the issue and other's comments showed that they did not believe it to be necessary to challenge the negative language.

Why isn't negative language challenged?

"It's really hard to challenge a bully"

"It's going against the crowd"

"Scared of being bullied themselves"

"Because since everyone hears this kinda stuff everyday so they're desensitised to the discrimination and they think it's ok."

"Unless it is seen as 'hostile' nobody acts, however, 'small' jokes build up over time"

"Because there is no need, people know that bullying is always wrong"

Bullies Out (2019) report that homophobic, biphobic and transphobic language is extremely widespread nationally with 90% of students having reportedly used the word 'gay' in a negative context. Negative language is strongly linked with bullying of LGBT pupils as schools where homophobic language is frequently heard, 68% of LGBT pupils who identify as gay are bullied compared to 37% in schools where homophobic language is rarely or never heard.

Safety

In order to expand on the LGBT experience within school, respondents were asked to reflect on whether they had ever feared for their safety due to their sexual orientation or gender identity. 4.7% of participants stated that they had at some point feared for their safety due to their sexual orientation or gender identity. Some specific locations within school were identified by participants as making them feel particularly unsafe, such as: the classroom, the bus stop, the bus, the changing rooms, the school entrance, the dining hall and the library. Some specific locations that made people feel most safe included: home, the library, the classroom, the toilets, the GSA, the school and the canteen

Where do you feel least safe?

"Walking home from school because people follow me"

"Just in general I feel that I'm not safe because I'm gay"

"Outside because there are less teachers keeping watch"

Where do you feel most safe?

"Everywhere I don't let it affect me"

"With teachers I can trust."

"Around my friends as I trust them all"

Impact on attainment and friendships

Respondents were asked whether being bullied due to their gender identity or sexual orientation had affected their educational attainment or their friendships

11.6% of respondents felt that being bullied due to their sexual orientation or gender identity had affected their education. 12.8% of participants stated that it had affected their friendships.

According to the Life in Scotland Report, 71% of LGBT young people experienced bullying in school due to their LGBT identity and 9% of LGBT and 27% of transgender young people left education as a result of the bullying (LGBT Youth Scotland, 2018).

"You're too busy stressing about people who might hurt you so you can't focus on schoolwork."

"It makes me less confident"

"Stress and homophobic [words] in class."

Because people judge you for being yourself."

"You keep yourself to yourself"

"You're scared to make friends because of how people have acted in the past"

According to Bullies Out (2019), 55% of LGBT student report having experienced bullying of a homophobic, biphobic or transphobic nature and 9 out 10 secondary school teachers report that LGBT pupils in their schools have been subject to bullying. Similarly, 1 in 4 LGB pupils experience cyberbullying and 1 in 10 are bullied by text message.

5.   YOUTH GROUP EXPERIENCE

LGBT Inclusion
170 young people responded to questions about their experiences in youth groups

25.4% of young people stated that their youth group provided information about LGBT issues and identities. 39.3% of young people attending youth groups were not sure of whether LGBT information was provided by their youth group. 35.3% responded that their youth group did not provide information on LGBT services. 49.7% of respondents felt comfortable to raise LGBT issues in the youth group and 50.3% did not.

5.7% of young people who access youth groups said that they had felt uncomfortable at some point within their youth group due to their sexual orientation of gender identity.

Negative Language

45.5% of young people had heard negative language towards the LGBT community being used within the youth group. The group of individuals most likely to use negative language was other young people, followed by friends and then youth workers. 5% of young people had witnessed youth worker using negative language.

73.6% of young people had not observed this negative language being challenged. Compared with last year, young people are less likely to use likely to use negative language, however there is 38.6% less reported challenging of negative language.
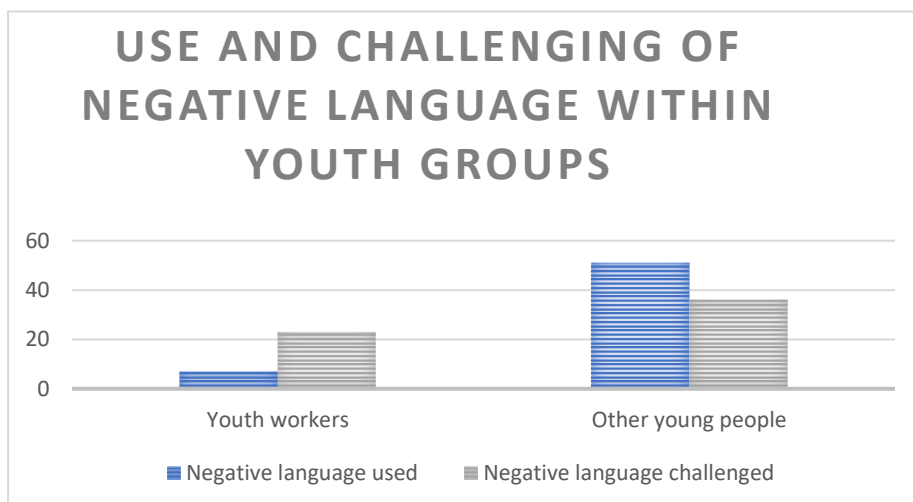

Figure 11: use and challenge of negative language by youth workers and young people.

Why isn't negative language challenged in youth groups?

"Because they just need to get on with it, they can't and don't want to change"

"They would not be comfortable to talk about the subject"

"Not worth the trouble"

6.   IMPROVING LGBT YOUNG PEOPLE'S LIVES

Respondents were asked whether they had any recommendations for what could make the lives of LGBT young people in D&G better. Throughout this section only around 50% of respondents commented. However, over 200 young people took the time to provide their own responses, often providing very reflective and insightful contributions.

Some comments revealed prejudice or lack of understanding on the part of the participant. These were infrequent but were represented in almost every school's responses. They show that there is a need for more education to enable young people to understand the impact of discrimination and the value of projects and processes which promote inclusion.

In schools

Around 50% of respondents made no comment or neutral comments such as 'I don't know'. Around 30% made positive suggestions. Around 20% believed that there is already enough in place for LGBT pupils in schools. Representative responses are provided below.

"If it was taught more and made normal and teachers gave more support to the bullying"

"Having an LGBT support group"

"Taught at younger age"

"Celebrate events like pride and offer more support for those who are LGBTQ at school"

"Talk about it more so the young people will feel safe"

"For everyone to be kind to them and respect them."

"Handle bullying properly"

"If other people were to understand what they are going through and give them support"

"Teachers caring more"

"Help LGBT people consider that it takes time for others to adjust to social changes."

"Nothing because they should be treated the same"

"If they didn't make it all about them, it's okay to feel proud for who they are but it feels like they are putting it all over and making us part of it when we don't want to be."

The wider region

Young people were asked about their recommendations to make the wider region more LGBT inclusive.

"Education"

"Awareness about it"

"Acceptance and knowing you can trust and talk to people"

"Teaching on hate crime"

"More support groups"

"Celebrating Pride"

"'Normalising' LGBT issues, removing stigma"

"Educate classmates more so that people are not shy about who they are"

"More awareness in school and in our community of LGBT identities"

Better access to support

Participants were asked what changes could be made in order to improve the access to LGBT support services in the region.

"Teachers, workers etc should maybe be trained to help and understand instead of people travelling to a service of support."

"Publicise them more, do talks in youth groups/schools to promote them"

"Phone services publicised"

"More LGBT youth groups opening in other locations for less travel time"

"Support services for younger LGBT+ people"

"Have someone in school at least one every 2 weeks so support can be given to those who can't travel."

Participants reflections on completing the survey

The participants were asked whether the questionnaire had helped them to reflect on their own experience, to which 29.8% of participants felt that the survey questionnaire had helped them to reflect on their own experience either because they had been affected by the issues discussed in the survey or because it had helped them to empathise with the experiences of others

"Surveys like this help me think about past experiences and what could've made it better"

"I don't discriminate, and this can cause me to look past others who are. By reflecting on the topic, it brings awareness to not only me but the entire school."

"It made me realise how lucky I am and that I should help others"

"Made me aware of the lack of support services in rural areas."

I feel that this gave me the opportunity to express my concerns about the lack of support of the LGBT community'

'I feel embarrassed cos someone might see my answers'

'I feel I've opened up'

'I'm happy that someone cares'

'I like questionnaires and I hope this will make a difference'

'I'm happy people are showing awareness of the issue'

'This has made me think a lot'

However, some people who responded to the questionnaire did not believe it had helped them to reflect, generally commenting that LGBT issues did not affect them.

Doesn't really mean anything to me. I have no issues with gender or sexuality nor am I interested in LGBT issues."
"I don't think LGBT helps my education. It's a waste of my time and I shouldn't have to be talked about it."

Final comments

Participants were given the opportunity to share any additional comments on the survey or the issues raised within it.

As with other opportunities to comment throughout the survey, responses from some young people indicated a lack of understanding of the impact of discrimination and the value of education around LGBT identities. They also provide an insight into the attitudes and language that are used amongst peers and contribute to the negative school experiences of many respondents.

"More problems are faced at home than at school"

"I think it's wrong that the LGBT get loads of attention. Straight people get nothing out of it. If they are gay etc then fair enough, but they don't need to make it a big deal and involve everyone and make everything about them."

"Plz try to get a LGBT group into our school"

"We need a better group in school to even just raise awareness"

7.   CONCLUSION

With around 3,000 young people across Dumfries and Galloway likely to identify as LGBT+, there is an imperative to continue to act collectively and strategically to improve the experiences of LGBT young people in our region.

This year's survey showed that many more young people were out at school, home and in the community than ever before in D&G, which is positive. However, it is of note that 16% of LGBT young people completing the survey were not out to anyone, with 8% feeling pressured to keep their identify a secret. Fear of negative reactions, discrimination and bullying are common factors in keeping one's identity a secret, yet we know that doing so also takes its toll on mental and emotional health. There remains more work to be done in schools, youth groups and communities in Dumfries and Galloway to ensure that young people feel safe and accepted to be out as themselves.

12 of our region's secondary schools have a group for LGBT pupils and allies (a Gender Sexual orientation Alliance or GSA). This is good news as students who attend a GSA are more likely to report that they feel safe in school and are less likely to be absent. A GSA provides young people with opportunities to gain support from peers and to work together to make their school more inclusive. Ensuring that all D&G schools have a GSA would be a useful step towards improving LGBT pupils' experience in all schools across the region.

It is encouraging to note that many teachers and schools across the region are taking active steps to include LGBT identities in the curriculum, with over half of the respondents saying their school did so and two thirds of respondents said that their school celebrated LGBT cultural events. All state schools will be expected to teach LGBTI equality and inclusion by May 2021, so there is an opportunity over the next 18 months for D&G schools that are already integrating LGBT themes to share their experience and practice with schools that have yet to do so.

This year's survey showed a substantial increase from 2018 in pupils reporting experiencing or witnessing bullying due to actual or perceived LGBT identity and a substantial increase in respondents saying that they had heard negative language about the LGBT community being used by other pupils (4/5 of respondents). Only 39% of respondents had heard negative language being challenged. Homophobic, biphobic and transphobic language plays a key role in normalising prejudice and has a substantial negative impact on the mental health of LGBT people. It is of concern that 20 respondents noted that they had heard teachers use negative language towards the LGBT community. There is a need for schools across the region to be much more effective in challenging discrimination, in order to ensure that **all** children are safe, respected and included within the school environment.

Responses showed that negative language is witnessed significantly less in youth groups than in schools and less was noted in 2019 than in previous year's surveys. This decrease in negative language heard is encouraging; however only 29% of respondents who witnessed negative language said it was challenged. There is a need for youth workers across

Dumfries & Galloway to work more effectively to challenge discriminatory language in groups, in order to ensure that LGBT young people feel safe, respected and included. There is also a need for youth groups to provide more information related to LGBT issues and identities, given that only 25.4 % of young people said that LGBT information was provided in their group.

A large number of pupils completing the survey took the opportunity to share experiences and provide comments, which provided some rich qualitative input. Many young people shared troubling examples of bullying and negative language. These bear witness to the day to day experience of many LGBT young people in our region and are a powerful reminder that Dumfries and Galloway is not perceived as an inclusive and positive place to grow up for many young people.

Some pupils provided comments which demonstrated a lack of understanding of the need for inclusive education and illustrated the negative language and discrimination witnessed by their peers.

Many pupils took the time to provide thoughtful and insightful recommendations to improve the lives of LGBT young people in Dumfries and Galloway. These comments demonstrate that pupils in our schools welcome a better experience for LGBT young people and have a clear idea of what is needed. The recommendations on the next page draw on the findings of the report to provide suggestions as to how key organisations in Dumfries and Galloway can use their agency and skills to achieve the kind of positive changes that young people are telling us they need.

8. RECOMMENDATIONS

For Dumfries & Galloway schools:

- Develop and implement more effective strategies to challenge bullying and discrimination
- Take more opportunities across the curriculum to carry out preventative work around prejudice and discrimination
- Work with pupils to set up a school group for LGBT young people and allies
- Provide training, resources and support to develop the confidence of staff to support LGBT pupils, include LGBT identities in the curriculum and challenge discrimination
- Work towards the LGBT Charter Mark, or if the Award is already achieved, sustain and build upon the cultural change initiated through the Charter Mark journey

For Dumfries and Galloway Council:

- Act strategically, to ensure that all schools and teachers across the region are confident to support LGBT young people and challenge homophobic, biphobic and transphobic bullying
- Through training and support, ensure that schools can confidently include LGBT identities in the curriculum
- Support schools to develop and implement effective anti bullying policies and more preventative approaches to discrimination
- Support schools across the region to set up and support pupils' groups (Gender Sexual orientation Alliances)
- Support youth workers to confidently explore LGBT identities and challenge discrimination in youth groups
- Continue to prioritise actions to improve the lives of LGBT young people in D&G

For LGBT Youth Scotland:

- Further promote their outreach support including 1:1s and online support for young people who are unable to access the service due to travel.
- Encourage schools who have not yet signed up to the LGBT Charter Mark to do so
- Provide training to increase the capacity of schools and teachers to provide effective support to LGBT pupils and effectively challenge discrimination
- Continue to support schools to increase curriculum content around LGBT identities
- Support schools to set up and run pupils' groups: Gender Sexual orientation Alliances (GSAs) or pupil equality groups
- Support youth workers across the region to more effectively challenge discrimination and integrate LGBT themes and identities into group activities

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