

Consultation research with young people and service providers.

The experiences and identified needs of lesbian, gay, bisexual and trans (LGBT) young people in Salford and implications for tailored service provisions

The Proud Trust - May 2016

Schools Summary

This research was commissioned as part of Salford's 0-25 Emotional Health and Wellbeing work.

The aims of the commissioned research was to better understand the likely size of the LGBT population aged under 25 in Salford and their experiences and needs in terms of emotional health and wellbeing. Also to engage young people and services through the research and involve them in influencing and shaping services. To look at what works well here in Salford and elsewhere and how commissioning and delivery can better meet need.

The research highlighted some key points/recommendations for schools and these are listed below. A copy of the full report is available here: [Salford Young People's LGBT Report 2016](#)

Key points / recommendations

- Schools should be proactive in putting out an LGBT-friendly message. *(Page 52)*
- To bring LGBT identities into everyday life e.g. include LGBT lives, statistics, histories, geographies, literature, science across all subjects in the curriculum, and mention sexuality and gender in a usual way in everyday conversation/ discussions. *(Page 71)*
- Anti-bullying work delivered by both outreach work into schools provided by LGBT youth provisions and through internal work from school staff. *(Page 72)*
- Schools to adopt a proactive anti-hate crime stance to actively challenge and reduce sexism, misogyny, harassment, abuse and bullying in all forms; training for professionals and workshops/awareness-raising lessons for young people in schools should take place. This should include balanced case studies of young LGBT people (e.g. some of being bullied contrasted with more positive examples). *(Page 67)*
- Spaces within schools in which young people can share their experiences in school and discuss pressures they might feel are placed onto them. These spaces could include LGBT groups or Gay-Straight Alliances in schools. *(Page 72)*
- Relationships and Sex Education which addresses different types of relationships, in ways which respect diversity and encourage consent and healthy relationships. *(Page 72)*
- LGBT ambassadors within schools – the role could oversee policy, practice (e.g. training and monitoring) and undertake targeted LGBT visibility projects. *(Page 76)*

- Staff training – in particular around discussions of sexuality and gender identities and relevant support; along with LGBT issues this would make schools safer places to study in, reducing isolation and reducing the need for costly specialist services. *(Page 14)*
- Schools look at the Ofsted best practice examples regarding LGBT inclusive schools, and develop whole school approaches, as outlined [Ofsted - Schools actions to prevent and tackle homophobic and transphobic bullying](#) *(Page 77)*
- Better promotion of registered hate-crime reporting centres, and LGBT youth support in Salford; young people should be made aware that youth workers/ teachers will support them to report hate crime, when necessary. *(Page 67)*
- Schools should avoid gender stereotyping e.g. avoid enforcing gendered uniform codes or having only gendered toilets. *(Page 69)*