

Safe for all

A best practice guide to prevent *homophobic bullying* in secondary schools

*With a foreword by Baroness Ashton of Upholland
Parliamentary Under-Secretary of State for Early Years
and School Standards*



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Foreword

The Government's anti-bullying pack for schools – 'Bullying: don't suffer in silence' published in December 2000 – reminds schools of the legal duty to draw up a policy to prevent all forms of bullying among pupils and offers detailed advice on anti-bullying strategies. It refers explicitly to bullying because of perceived or actual sexual orientation, and recommends various strategies to combat this. These include referring to it in the anti-bullying policy so pupils know it is wrong, covering it in INSET days, offering confidentiality to pupils, challenging homophobic language and discussing issues linked to discrimination.

I do not underestimate the difficulties that a school can sometimes face, but schools need to tackle all forms of bullying as a matter of urgency. Bullying can have a serious impact on pupils' education. This new guide commissioned by Stonewall complements other resources that address

homophobic bullying. It recognises that heads and other teachers themselves need to choose appropriate teaching strategies and materials, as they have the professional expertise. However, sometimes staff need additional help when dealing with these kinds of problems. I hope this guide will prove to be a useful resource for all schools that use it.

A handwritten signature in blue ink that reads "Catherine Ashton". The signature is written in a cursive style with a horizontal line underneath the name.

Baroness Ashton of Upholland

*Parliamentary Under-Secretary of State for
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Acknowledgements

Although not a study of their needs, we wanted to respond to the stories from young lesbians, gay men and bisexuals about the challenges they have faced as pupils. After visiting schools for this study we feel reassured that, in diverse areas of the country and in contrasting school settings, their needs can be recognised and addressed. There is much work still to do, but we hope that this report goes some way to assist those attached to secondary schools to prevent and challenge homophobic bullying.

We thank: the Stonewall Iris Trust (Angela Mason, Executive Director, and Debbie Gupta, Director of Policy & Public Affairs) for their guidance and for commissioning this work; the Citizenship 21 project, the Community Fund, the Wates Foundation and the Allen Lane Foundation for funding to develop, publish and distribute this work; and to Simon Blake (Director, Sex Education

Forum, National Children's Bureau) and Marilyn Toft (Coordinator, National Healthy School Standard, Health Development Agency) for their ideas, comments and suggestions.

This guide is based on earlier work carried out in seven case study schools across England. Our thanks go to the staff, governors, parents and pupils who found time to talk with us about their experiences.

A fuller report of findings from the case study work is available in the report: ***Building on Strengths: Best Practice when Tackling Homophobic Bullying in Secondary Schools*** (available from The Stonewall Iris Trust, 46 Grosvenor Gardens, London, SW1W 0EB. Telephone 020 7881 9440, Minicom 020 78819996)

Section One:

Introduction

'The emotional distress caused by bullying in whatever form – be it racial, or as a result of a child's appearance, behaviour or special educational needs, or related to sexual orientation – can prejudice school achievement, lead to lateness or truancy, and in extreme cases, end with suicide... Low report rates should not themselves be taken as proof that bullying is not occurring. (Department for Education and Employment, 1999)¹

Bullying related to sexual orientation is now recognised as a serious issue with which schools should engage.^{2,3} This guide is intended for governors, school staff or other professionals who want to prevent or challenge homophobic bullying in secondary schools.

Evidence increasingly suggests that attention to the physical and emotional well-being of pupils (including helping those who are bullied or who bully) can and does lead to more effective schools and raised academic attainment.^{4,5} Indeed, national guidance from the DfES states that governors and head teachers have a legal duty to prevent all forms of bullying, including that related to sexual orientation.⁶ Furthermore, head teachers should 'determine measures (which may include the making of rules and provision for enforcing them) to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.⁷

However, people are not always clear about what can be done in schools to prevent homophobic bullying.

To clarify what can be done, the ideas in this guide build on research carried out in seven schools across England and Wales, each of which was committed to

challenging homophobic behaviour. The schools were purposely chosen to provide a range of different settings and included: three schools in urban areas, one co-educational and two single sex (one male, one female); two schools in sub-urban areas, both co-educational and one a religiously affiliated Roman Catholic school; and two schools in rural areas, both co-educational. All in all we met with 124 pupils, 11 parents/governors, 14 members of teaching staff (including head teachers), and 13 professionals with expertise in this area of work.

All of the schools we visited addressed homophobic behaviour as part of a whole school approach to improving the health and well-being of pupils and each built on a set of values that emphasised respect, inclusion, participation and equality.⁸ As this head of PSHE at a Roman Catholic school stated

'Anything which goes to the denigration of one by others, whether it's on the basis of any kind of difference or any kind of perceived difference, that is something which has to be addressed. It goes to the very heart of our principles. Our principles refer to everybody, equally. So we address homophobic bullying because it's an injustice and it's un-Christian.'

In this guide we have no wish to be prescriptive about what should be done. Rather, we have attempted to provide a range of ideas and suggestions about what could be done to enhance the physical and emotional well-being of all pupils, and so promote their ability to learn. We hope the ideas in this guide can be used to complement the approaches outlined in the DfES resource,

'Bullying. Don't Suffer in Silence.'⁹

To help plan work across a school, information is presented in three key sections

Section One: Introduction - contains information about this guide, and why schools need to address homophobic bullying.

Section Two: Building on the National Healthy School Standard - contains information about how the Standard can be used as a whole school framework to tackle homophobic bullying.

Section Three: Developing Practice - contains information about how issues related to homophobic bullying can be integrated into the curriculum.

In Appendix One we outline just some of the key national legislative and policy statements that address homophobic bullying and related issues in schools. It is vital to be familiar with these important policy statements as national policy and guidance provides information about a school's responsibilities, as well as about current good practice. Appendix Two contains information about sources of further advice and support.

HOMOPHOBIC BULLYING – of ongoing concern

In all schools, at least 5-10% of pupils will experience long-term, persistent bullying.¹⁰ In some schools this figure will be higher. Bullying impacts upon the health, emotional well-being and academic attainment of young people subjected to it.¹¹

As with other forms of bullying, it took some time for homophobic bullying to be recognised as a problem. However, one

survey of secondary school teachers found that 82% were aware of homophobic verbal bullying and 26% were aware of homophobic physical bullying in their schools.¹²

Homophobic bullying does not only happen to pupils who are lesbian, gay or bisexual. Any boy or girl pupil who does not conform to ways of behaving that are traditionally associated with being 'masculine' or 'feminine' can be verbally or physically teased or bullied.

One study, examining the longer-term effects of homophobic bullying, has highlighted the extent and range of abuse experienced by 80 respondents. This included:

- Name calling (80%)
- Open ridicule by pupils and occasionally teachers (69%)
- Being hit or kicked (59%)
- Having rumours and stories spread about them (55%)
- Being teased (49%)
- Being frightened by particular looks and stares (45%)
- Being sent to Coventry (23%)
- Being sexually assaulted (8%)¹³

Most homophobic bullying is verbal or indirect in nature but, as with racist bullying, this can escalate into severe physical assault.^{14,15} The types of violence sometimes associated with homophobic bullying have prompted one researcher to comment:

'For many lesbians and gay men the term 'bullying' does not adequately describe their experiences of school. [gay men...] reported their clothes being set alight; having chemicals thrown on them during science lessons; being urinated upon; and burnt with

cigarettes while being held down. Similar levels of violence were experienced by lesbians - one young woman wrote that she had been raped by a male pupil while another said that a group of pupils used to knock her down and drag her around the school playing field by her hair.'¹⁶

Given what has been found, it is unsurprising that homophobic bullying has contributed to absenteeism and lowered academic attainment among lesbians, gay men and bisexuals subjected to it.¹⁷

Clearly, there is an urgent need (indeed, a legal requirement) to tackle all forms of bullying, including that relating to sexual orientation.¹⁸ The good news is that sustained, anti-bullying initiatives can work to decrease bullying.¹⁹ Anti-bullying activities can improve pupil behaviour; help focus attention on the links between social relationships and academic attainment; and contribute to school improvement and school effectiveness.²⁰

There has so far been little to guide those in schools about how best to tackle homophobic bullying. Therefore, the Stonewall Iris Trust commissioned the Education Policy Research Unit at the Institute of Education, University of London, to carry out a series of case studies with secondary schools to identify best practice in this area. In each school we listened to what teachers, pupils and others associated with schools had to say about 'what works' in tackling homophobia and homophobic bullying.

We found that being in a religiously affiliated school, being in a girls- or boys-only school, being located in a rural, sub-urban or urban setting was no barrier to tackling homophobic bullying. On the contrary, those we spoke with talked

about the ways in which they built on the strengths of their school. Both pupils and parents we spoke with were keen to know that bullying of all kinds was being tackled right across the school.

A WHOLE SCHOOL APPROACH

Taking a whole school approach to tackling bullying, as well as developing relevant classroom activities, can build on work already underway in schools. In this guide we bring together ideas from the National Healthy School Standard, Personal, Social and Health Education, Sex and Relationship Education and Citizenship, and provide examples of work that can be done to promote anti-homophobic bullying activities.

- The National Healthy School Standard provides a framework for promoting a physical and social environment in a school that is conducive to learning.
- Personal, Social and Health Education provides a framework for promoting pupils' personal and social development.
- Sex and Relationship Education provides a framework for supporting young people through their physical, emotional and moral development.
- Citizenship provides a framework to help young people become active and informed citizens.

The National Healthy School Standard is part of the Healthy Schools Programme. The overall aim of the national standard is to help schools to become healthier schools through supporting the development and implementation of local healthy school programmes. A healthy school aims to help pupils build on their achievements, to do their best, and to promote a physical and social environment that is conducive to learning.²¹ Personal

Social and Health Education (PSHE) comprises all aspects of a school's planned provision to promote pupils' personal and social development, including health and well-being. A whole school approach to PSHE will promote a positive learning environment in a school and so contribute to pupil achievement by way of enhancing pupils' motivation, self-esteem, sense of responsibility and key skills. The Framework for PSHE at key stages 3 and 4 allows schools to see how best to link their work in PSHE with other initiatives, such as the National Healthy School Standard.²²

Sex and relationship education (SRE) aims to help and support young people through their physical, emotional and moral development. SRE should be firmly rooted within a school's PSHE framework. A successful SRE programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.²³

From August 2002, Citizenship becomes a new national curriculum subject at key stages 3 and 4. The programmes of study for citizenship aim to enable young people to acquire the knowledge, skills and understanding to help them become active and informed citizens. Citizenship is an entitlement for all pupils in a school. It should be relevant to the individual needs of pupils, connect with their interests and experiences, and relate to their abilities and backgrounds.²⁴

In addition to the above frameworks, OFSTED are considering new approaches to inspecting the way in which schools deal with all bullying, including homophobic bullying. This will be on top of inspection criteria that concern the way in which schools deal with behavioural and discipline issues.

Section Two:

Building on the National Healthy School Standard

A healthy school is said to be one ‘...where good health and social behaviour underpin effective learning and academic achievement, which in turn promotes long term health gain.’ The National Healthy School Standard (NHSS) was launched in 1999 to support local NHSS co-ordinators to provide quality local programmes across England. The Standard built on the good work already being undertaken by hard working staff in schools and took into consideration their experience and expertise, so as to ensure the framework would be realistic, sustainable, inspiring and of high quality.²⁸

In working towards the standard, schools must address a number of areas:

- Providing leadership and managing change
- Using national and local policy and guidance
- Promoting a positive school culture and environment
- Building partnerships with parents, carers and the local community
- Giving pupils a voice
- Addressing staff professional development needs, health and welfare
- Providing support services for pupils
- Addressing curriculum planning and resourcing, including working with external agencies
- Supporting teaching and learning
- Assessing, recording, reporting and celebrating achievements.

We have used these areas to organise the findings from the case studies with secondary schools. However, we also found one other important area: identifying whether a problem exists in

the first place. In the rest of this section, we outline what those in schools were actually doing when they tackled homophobia and bullying.

IDENTIFYING THE PROBLEM

The first step is to acknowledge that bullying takes place in all schools and that some of it may be homophobic in nature. However, homophobic bullying may be hidden from view. To begin to identify homophobic bullying in your school start by:

- Noting incidents of bullying or teasing.
- Noting incidents of bullying or teasing that are related to being gay, lesbian or bisexual. These might be in the form of verbal or physical bullying accompanied by derogatory namecalling.
- If homophobic bullying is identified, try to identify the number of times this is occurring in a school term. Consider whether and what action needs to be taken by reading through the areas below.

One parent/governor at a Roman Catholic school in the north-east of England emphasised the importance of recognising that homophobic bullying can take place in any school. He stressed the importance of being prepared and ready to take action.

'It is a form of bullying that can happen and can take place, like any other bullying. If it does occur there should be a channel open, so that you do have a set way of how to approach it and how to deal with it.' (Parent/Governor)

PROVIDING LEADERSHIP AND MANAGING CHANGE

As with any initiative, but especially where sensitive issues are addressed, leadership is important. So too is the ability to manage change over a period of time. Therefore, you will need to:

- Gain support and commitment from the senior management team to tackle homophobic bullying.
- Identify the factors in your school that might hinder or support anti-homophobic bullying work.
- Build on the existing strengths of the school in the areas outlined below.
- Remember that tackling homophobic bullying is an on-going process rather than a one-off event, so build in mechanisms to review your progress.

A Health Promotion Specialist working with schools in London noted how commitment from the head teacher and senior management team was crucial in supporting school efforts to tackle homophobic bullying.

'Most crucial is a commitment from the senior management. So if you have a head who is actually committed to equal opportunities generally and tackling homophobia and including sexuality in their sex education programme it's fine, that makes everything so much easier.'
(Health Promotion Specialist)

USING NATIONAL AND LOCAL POLICY AND GUIDANCE

Developing and using policies is an important part of school management. Policies can help members of a school community work in partnership towards the common goal of creating an effective school. Furthermore, external guidance (such as that which states that schools have the responsibility to address bullying related to sexual orientation) can be used to help promote the need to address homophobic bullying within a school. Key national policy that applies to schools is outlined in Appendix One. In general terms it makes sense to:

- Make reference to national guidance that indicates that issues related to sexual orientation as well as bullying should be addressed in school.
- Identify what policies your school has in relation to:
 - Bullying
 - Behaviour and discipline
 - Personal, social and health education, including sex and relationship education and citizenship education
 - Equalities work
 - Pupil welfare - including provision of support services and referral systems to outside agencies.
- Consider when developing school policies whether specific mention needs to be made of bullying related to sexual orientation.
- Work with others to develop policy. This can raise awareness about the need to address the issue and help gain practical support and advice.
- Ensure that policy development is ongoing, involving discussion and revision where necessary.

The Head of Governors at a London boys school emphasised the need for policy development to be seen as an ongoing process of review and revision.

'We need to continually send a strong message out. We need to work on it all the time, [not] 'right you've done that policy and this policy', don't lock it away in the cupboard. You just have to keep working at it all the time.' (Head of Governors)

PROMOTING A POSITIVE SCHOOL CULTURE AND ENVIRONMENT

The overall ethos of the school will influence what can and cannot be done to tackle homophobic bullying. Factors that can help to promote a positive culture and environment include:

- Clarifying the values of the school concerning social equality and inclusion – mission statements can be helpful for this.
- Clarifying values with parents about how the school will promote an effective learning environment for all pupils.
- Encouraging supportive relationships between staff and pupils while maintaining boundaries necessary for good discipline.
- Minimising unsupervised areas within the school.
- Having an awareness that homophobia exists outside schools and that only so much can be done to tackle it from within a school.

One head teacher at a school in the north

of England recognised that the culture of his school was influenced by homophobia in the community. He recognised the limitations of what could be achieved by the school alone, but felt that it was important for the school to challenge prejudice.

'It's a feeling that homophobia is acceptable in the community. I'm not saying with everybody, but it is, largely it is. I think it was a feeling that we have in school that unless we challenged it nobody would. It was part of our role to at least - I wouldn't say we've solved it - but at least to get some people thinking about whether it's right or not.' (Head Teacher)

- Using participatory classroom activities that enable pupils to make their views known.

The head of PSE in a London girls school explained how her School Council enabled pupils to make their views known and contribute to decision-making processes within the school.

'School Council meets every week. Pupils have two representatives, sometimes three. They discuss and make decisions about things, for example, we finally ratified, all of us, the policy on mobile phones last week... They ratify the drugs policy, the bullying policy, the code of behaviour. Everything goes through them because it's pointless otherwise.' (Head of PSE)

GIVING PUPILS A VOICE

Involving pupils in school development enables them to make their views known and to create an inclusive school ethos. Ways also need to be found for pupils to raise sensitive, embarrassing or personal issues. Effective methods for involving pupils include:

- Having a school council or similar forum for pupils to raise issues and suggest action.
- Providing pupils with anonymous ways of providing their views - such as 'concern boxes' (secure mail boxes located around the school where pupils can bring issues to the attention of teaching/pastoral staff via anonymous notes).
- Enabling pupils to have access to staff other than teachers who can provide a confidential service (such as a school nurse, counsellor, learning mentor, personal adviser and/or youth worker).

PARTNERSHIPS WITH PARENTS, CARERS AND THE LOCAL COMMUNITY

Consulting with parents and carers can sometimes be difficult when addressing sensitive issues. However, parents appear keen to support schools in tackling all forms of bullying. Important steps for involving parents include:

- Consulting with parents about an inclusive bullying policy.
- Consulting and clarifying with parents what sex education does, and does not, address.
- Informing parents about how best to liaise with the school if they are concerned about bullying.
- Having information available for concerned parents to show what the school is doing to tackle homophobic bullying.

- Trying out different ways of involving parents that make it easier for them to attend meetings and be involved in policy development.

There are now a number of partnership initiatives being developed between schools, local groups and other professionals. These types of partnerships, such as the Bolton Homophobic Bullying Forum and Joint Action Against Homophobic Bullying, can give schools greater access to community support, training and skills. Further details of these can be found in Appendix 2.

A head teacher in London explained how his school had experimented with greater flexibility in inviting parents to visit for consultation, and had increased the number of parents attending.

'We used to have parents' evenings with an average turnout of about 40%. So, what we did was we moved away from having parents' evenings to having target-setting days. These are two days a year where the timetable is suspended, and on those days, form tutors make appointments with all the children in their class and their parents to come in, and they can make the appointments at any time during the day, so it can be from, practically, 7 in the morning, through till 9 or 10 at night. But our attendance went up from an average of 40% to something like 70-80% on the day.' (Head Teacher)

ADDRESSING STAFF PROFESSIONAL DEVELOPMENT NEEDS, HEALTH AND WELFARE

Teaching staff are one of the most important resources available to a school in tackling homophobic bullying. However, addressing homophobia and bullying can be challenging for some staff. They can feel uncertain about how best to carry forward work in this area, and for some teachers, addressing lesbian, gay and bisexual issues will be as challenging personally as it is professionally. To engage your staff in tackling homophobic bullying:

- Assist teachers through training to try out different teaching strategies when addressing sexuality issues.
- Engage teachers and other staff (such as dinner supervisors) in specific training that addresses how to tackle different sorts of bullying, including that related to being lesbian, gay or bisexual.
- Provide opportunities for other members of the school community, especially governors, to clarify what the school can do to address homophobic bullying.
- Don't assume that only lesbian, gay or bisexual teachers are well placed to address issues of sexual orientation or homophobic bullying in the school. Encourage teachers with a range of experiences and backgrounds to participate.

One head of PSE explained how his school had provided INSET around homophobia. This was provided in response to support needs identified among staff, and was therefore appreciated by them.

'The evaluation was very good, we evaluate all training sessions. People found it useful. I think there were two things which they found particularly useful: one was the opportunity to discuss

in groups some of the issues and ask some of the questions; the second one was to actually look at some of the materials that are available, some of the resources, and so they were able to pull out some useful things.' (Head of PSE)

PROVIDING SUPPORT SERVICES FOR PUPILS

Providing support for pupils about issues related to sexual orientation and bullying can be especially challenging. Pupils noted that it could be difficult to discuss lesbian and gay issues with teachers. To help meet pupil support needs:

- Provide pupils with a range of sources of support in relation to sexuality issues.
- Ensure that pupils involved have access to peer support schemes (such as CHIPS - see Appendix Two) and are aware of what to do when encountering issues related to sexual orientation.
- Identify and form links with quality external agencies (such as a youth counselling services, and lesbian, gay and bisexual youth groups) that are able and competent to support young people about issues related to sexual orientation and bullying.
- Discuss with pupils the work of agencies such as ChildLine which can offer support about problems in general and about homophobic bullying in particular (see Appendix Two).
- Make information about sources of support available to all pupils. This could be via notice boards, school diaries, websites.

One parent at a school in Wales stressed the need to make a range of sources of support available to pupils to help deal with bullying, and to make information

about support known to pupils.

'Well, I think making it known to children through our assemblies and things, we're all human here, we all have feelings and we're all there to help you. You take your pick who you want to go to. There's no one person here that you have to go to.' (Parent)

CURRICULUM PLANNING AND RESOURCING, INCLUDING WORKING WITH EXTERNAL AGENCIES

A coordinated and structured approach to curriculum planning is important in preparing for teaching and learning about homophobia and homophobic bullying. External input can also be helpful for contributing to the work of schools and 'stretching' limited resources. It is useful to:

- Have a planned and integrated approach to teaching about homophobic bullying and sexual orientation across a range of subjects such as SRE, PSHE, Citizenship and other curriculum areas.
- Use the expertise of those working in external agencies (such as lesbian, gay and bisexual youth group workers or members of a lesbian and gay switchboard with experience in working with young people) to support and help develop work on homophobic bullying and related issues.

One head teacher at a school in the north of England explained the importance of a coordinated and integrated approach to curriculum planning for his school's teaching about homophobia and homophobic bullying.

'I think the fact that the school gave it a

high priority helped. The fact that it was planned as part of the ongoing sex education programme, so it's not just something that was bolted on. It was part of the planned sessions, so it is inbuilt within the curriculum.' (Head Teacher)

TEACHING AND LEARNING

Addressing homophobia in lessons is an important way to promote learning and raise awareness about diversity, respect and the unacceptability of homophobic bullying. Tolerance of homophobia and homophobic bullying can be harmful not only to lesbian, gay and bisexual young people, but to all pupils by creating an unsafe learning environment and failing to prepare them for the opportunities and responsibilities of adult life. More detailed information about teaching and learning is available in Section Three. However, in general terms it is useful to:

- Utilise a range of teaching methods.
- Respond to the needs of pupils from Year 7 upwards.
- Use and adapt existing resources that address sexuality issues (see Appendix Two for information about resources).
- Do not make assumptions that all pupils in a class are, or will be, heterosexual.
- Be aware that sexuality can be an embarrassing issue for pupils (and adults) to address and respond to concerns with tact and sensitivity.
- Use opportunities such as Holocaust Memorial Day, Mental Health Day, or World AIDS Day, to explore the impact of prejudice and stigma.
- Use staff from outside agencies who have experience in addressing sexuality

issues in schools.

The head of PSHE at a Roman Catholic school in the north-east of England described how his participatory approach to teaching and learning worked in practice, generating discussions about homosexuality and homophobia in the context of SRE.

'We found some material, which we felt dealt very well with the whole issue, and we put that to the children. We opened up the whole idea: 'Well, let's talk about this, what do we think about this?' And basically it was a question of them saying things and me not telling them what to think. And the whole idea of equality, tolerance, justice, equal dignity, that's what we looked at.' (Head of PSHE)

ASSESSING, RECORDING, REPORTING AND CELEBRATING ACHIEVEMENTS

The schools we spoke with were generally addressing homophobia in conjunction with bullying. None kept specific records of homophobic bullying incidents and so would be hard-pressed to identify specific achievements. Nonetheless, there are markers of success that can indicate that work is heading in the right direction. These could include:

- Identifying which member(s) of the senior management team is to support work in this area.
- Creating a small team of trained staff who will work together to carry forward work in this area.
- Creating a written record of incidents

of homophobic bullying in a school.

- Having a written plan of the activities to address homophobic bullying. The plan should draw on national guidance and dovetail into existing work in a school.
- Identifying mechanisms for consulting with parents and pupils about this issue and writing a summary of the outcome of consultations.
- Identifying classroom activities to address homophobia and bullying and recording whether learning outcomes have been achieved.
- Reporting back to the senior management team about how the work is going and how best to develop it further.
- Making successes in reductions in bullying known – such as through assemblies, newsletters or notice boards.

One Parent/Governor in a Roman Catholic School talked warmly about how pupils, and specifically his son, had become more confident to voice their views after taking part in participatory styles of teaching in the classroom. This, he felt, was an important achievement to acknowledge.

***'Children are not laughed at, they're not frightened of speaking in front of their peers. At one time, if you had an opinion you were frightened to voice it. Here, you're not, and no matter what it's on. My boy's not an extrovert by a long way, but he does feel confident enough to talk and he knows what he says, he feels he's important.'* (Parent/Governor).**

Section Three:

Developing Practice

So far, we have outlined how the NHSS standards can be used to give direction to the development of an overall approach to tackling homophobic bullying. In this section, we provide information about the ways in which issues related to homophobic bullying can inform Personal, Social and Health Education, Citizenship, and Sex and Relationship Education.

A NOTE ABOUT CONFIDENTIALITY

Pupils will have their own views about what is important to address. Guidance on SRE from the DfES states that, 'Listening and responding to the views of young people will strengthen their confidence and self-esteem.'²⁹ Furthermore, topics addressed through Citizenship 'should be relevant to the individual needs and concerns of pupils, connect with their interests and experiences, and relate to their abilities and backgrounds.'³⁰

However, in talking with young people about homophobic bullying, a number of sensitive topics and issues are likely to be raised. These might include: sexual orientation, sexual experience, sexual activities, homophobia, experiencing and avoiding victimisation and abuse, managing conflict, self-esteem, respect and empathy for others. These can arise during teaching as well as in pastoral and other school contexts. It is important to be able to respond within an agreed school framework to pupils' interests and concerns.

This highlights the need for a clear and explicit confidentiality policy that is made known to pupils, staff, parents and visitors. Teachers can neither offer nor guarantee pupils unconditional confidentiality. However, along with other school staff,

they can reassure a pupil that her or his best interests will be maintained, and support provided. And, of course, pupils who are lesbian, gay or bisexual should be able to expect the same level of confidentiality as their heterosexual peers. Information about drawing up a confidentiality policy is included in the guidance from the DfES on sex and relationship education.^{32,33}

TEACHING AND LEARNING APPROACHES – WAYS OF TEACHING

There are a number of practical strategies which can be used in the classroom to help pupils develop confidence in talking and thinking about, as well as listening and responding to, sexuality issues. Pupils can be provided with structured activities to explore issues actively and to take part in critical discussions that have relevance to them.

Strategies to help create a positive learning environment include:

- Ground rules - to help create a classroom environment that minimises embarrassment and anxiety.
- Distancing techniques - to help protect pupils' privacy and deal with personal and/or explicit questions.
- Reflection - to encourage pupils to consolidate what they have learned and to form new understanding, skills and attitudes.

Structured activities to promote active learning include:

- Research - such as contacting community or voluntary organisations for information.

- Group work and discussion - such as swapping information or ranking sets of opinions.
- Simulation activities - such as participating in debates and voting on issues. Be aware, however, that debates about lesbian and gay issues can sometimes become polarised and may not always be constructive. As such, debates about sexuality need to be facilitated carefully.
- Action - such as organising a school display.

Further information about these strategies and techniques is contained in the guidance on sex and relationship education and the initial guidance for schools on citizenship education.

TEACHING AND LEARNING APPROACHES – TOPICS AND ISSUES

Addressing homophobic bullying as part of PSHE

As part of PSHE at both key stages 3 and 4, young people should be provided with opportunities to develop themselves in a number of ways.³⁴ These include: feeling positive about themselves (for example, by not being a bully); participating in the life of the school (for example, by assisting in the development of a school's bullying policy); meeting and working with people (for example, identifying and talking with professionals who can provide them with reliable information about homophobic bullying); preparing for change (for example, by anticipating that a pupil who has just 'come out' to classmates about being lesbian, gay or bisexual may need support).

There are particular issues to address at key stages 3 and 4. A selection of these,

with examples related to homophobic bullying, is outlined in the tables below.

Issues to address as part of PSHE at Key Stage 3	Examples of topics about homophobic bullying
<p>When pupils are taught:</p> <ul style="list-style-type: none"> ● To respect the differences between people as they develop their own sense of identity ● To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help ● About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and to challenge them assertively 	<p>They could consider:</p> <ul style="list-style-type: none"> ● The positive and negative views they hold of men and women who are heterosexual, lesbian, gay and bisexual, as well as the basis of these views ● The pressures that face lesbians, gay men and bisexual people ● The factors that help and hinder lesbians, gay men and bisexual people seeking help and support ● Identifying national and local sources of support ● The effects of homophobia on pupils in a school ● The opportunities and difficulties associated with challenging homophobia

Issues to address as part of PSHE at Key Stage 4	Examples of topics about homophobic bullying
<p>When pupils are taught:</p> <ul style="list-style-type: none"> ● The causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management ● To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support ● To be able to talk about relationships and feelings ● To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully 	<p>They could consider:</p> <ul style="list-style-type: none"> ● The effects of homophobia on pupils in a school and what could be done to tackle it ● Strategies for challenging homophobic bullying, either when directed against oneself or against a friend ● How best to talk about a wide range of relationships, including those among lesbians, gay men and bisexuals ● How to provide support to a friend who 'comes out' as lesbian, gay or bisexual ● How to develop strategies to manage the changes to relationships if someone 'comes out'

Addressing homophobic bullying as part of SRE

Sex and relationship education (SRE) might form part of a series of lessons within a school's broader programme of PSHE. In addition, aspects of SRE will be addressed through National Curriculum Science and could be addressed in Citizenship.

Schools have a responsibility to make SRE relevant to pupils as well as sensitive to

their needs, whatever the young person's developing sexuality. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Furthermore, there should be no direct promotion of any sexual orientation.³⁵

A range of issues should be addressed through SRE at secondary level. Below, we highlight the sorts of topics related to homophobic bullying that could be addressed during SRE.

Issues to address as part of SRE	Examples of topics about homophobic bullying	
<p>When pupils are asked to:</p> <ul style="list-style-type: none"> ● Develop positive values and a moral framework that will guide their decisions, judgements and behaviour ● Be aware of their sexuality and understand human sexuality ● Why they or others may be fearful of a sexual orientation that is different to their own ● Have the confidence and self-esteem to value themselves and others and to have respect for individual conscience, as well as having the skills to judge what kind of relationships they want ● Communicate effectively ● Avoid being exploited or exploiting others ● Access confidential sexual health advice and support ● Know how the law relates to sexual relationships 	<p>They could consider:</p> <ul style="list-style-type: none"> ● The need to tackle factors which harm and hurt people. This could include a consideration of the harmful effects of bullying on those who are bullied, as well as on those who bully ● The range of sexual orientations among people ● What they could learn from people with a different sexual orientation to their own ● The importance of being able to define one's own sexuality in the way one chooses (or choosing not to have an explicit sexual identity) ● The factors that might make it difficult for a lesbian, gay or bisexual pupil to be confident, have self-esteem and value themselves ● What words to use when talking about lesbians, gay men, bisexuals and heterosexual people ● How best to challenge offensive words and phrases ● How to ensure that pupils develop respect and tolerance for each other, whatever their sexual orientation ● What external sources of support are available to lesbian, gay or bisexual pupils ● The difference between the sorts of confidentiality offered by a school compared to that offered by a counselling service or a young person's sexual health clinic ● The different ways the law relates to different sorts of sexual activities among young people (such as, sex between young men and young women, sex between young women, sex between young men) 	

Addressing homophobic bullying as part of Citizenship

There are three main approaches that can be taken when planning and providing a programme of study about Citizenship.³⁷ These are:

- A concepts approach
- A skills approach
- An enquiry approach

Examples of the issues that might be addressed when tackling homophobic bullying are provided below.

Concepts approach		
Issues to address as part of citizenship	Examples of related issues: sexuality, homophobia, bullying	Examples of related issues: homophobic bullying in school
Where pupils address:	They could consider:	
<ul style="list-style-type: none"> ● Democracy and autonomy ● Co-operation and conflict ● Equality and diversity ● Fairness, justice, the rule of law ● Rules, the law and human rights ● Freedom and order ● Power and authority ● Rights and responsibilities 	<ul style="list-style-type: none"> ● The visible participation (or otherwise) of lesbians, gay and bisexuals men in society in general ● The rights afforded children and young people under the UN Convention on the Rights of the Child and the Human Rights Act ● The rights and entitlements of young people in schools 	<ul style="list-style-type: none"> ● The ways in which bullying in general, and being bullied about being lesbian, gay or bisexual, limits the ability of pupils to participate in the life of the school ● The implications of the UN Convention on the Rights of the Child for everyday life in school ● The rights of pupils not to be bullied about being, or being perceived to be, lesbian, gay or bisexual in their school ● The responsibilities of those in schools to provide a safe and secure learning environment

As part of a **skills approach**, where pupils develop the skills related to enquiry and communication, they could be asked to consider how they might enquire into, and communicate about, issues such as those related to sexual orientation and homophobic bullying.

Where pupils develop skills related to participation and responsible action, they could be asked to identify activities which would support young people who have been discriminated against because of their sexual orientation.

An **enquiry approach** can use questions such as 'what?' 'why?' 'how?' 'when?' and 'where?' to build on and enhance the interest and curiosity of pupils. Examples related to homophobic bullying might include:

- What sorts of things do pupils get bullied about in this school?
- What are the challenges facing young people today who are lesbian, gay, bisexual, heterosexual or unsure of their sexuality?
- How can we make sure our school is a safer place for all pupils – including those who are lesbian, gay, bisexual or unsure of their sexuality?
- When pupils are bullied about being lesbian, gay or bisexual in this school, what negative and positive things are said and done?
- Where can young people go when they want to talk about sexuality related issues in confidence?
- Where can parents go if they want to learn more about sexuality issues and how best to support their children?

Resources on bullying, homophobia and sexuality

There are now a growing number of resources to address bullying, homophobia and sexuality issues that can support work with pupils. Rather than attempt to list them

all here, Appendix Two lists a number of contacts which can provide further information. Inclusion in the list is not a recommendation that the resource is the most appropriate for the setting in which you work. Although it is important to draw upon your own expertise and knowledge when choosing and using a resource, some guidelines for selecting a resource are outlined below:

- Is it appropriate for achieving your aims (for example, do you want to raise pupils' awareness, increase their knowledge, and/or help them change their behaviour)?
- Is it the most appropriate kind of resource (for example, would a less expensive resource be just as effective)?
- Is it consistent with your values and approach (for example, if you work in a participatory way with pupils, does the resource enable you to do this)?
- Is it relevant to the pupils you are working with (for example, does it build on the interests and concerns of pupils)?
- Does it address equal opportunities issues (for example, does it contain stereotypes of certain groups of people)?
- Will it be understood (for example, is it written in plain English that will be readily understood)?
- Is the information sound (for example, is the information accurate, up-to-date, and complete)?
- Does it contain advertising (for example, if you use material produced by commercial companies which carries their name and/or logo, might this imply you are endorsing a particular product or service)?³⁸

Our intention in producing this guide is to support the work of those in schools who wish to tackle homophobic bullying. We realise that schools can be difficult places in which to address topics related to sexuality and conflict. We hope that the range of ideas presented in the guide enables you to identify just a few activities to create a more supportive learning environment for all the pupils in your school.

References

- 1 Department for Education and Employment (1999) *Circular 10/99. Social Inclusion: Pupil Support*. London, Department for Education and Employment. pp. 24-25, emphasis added.
- 2 See 1 above
- 3 Department for Education and Employment (2000) *Bullying; Don't Suffer in Silence - An Anti-Bullying Pack for Schools*. London, Department for Education and Employment.
- 4 Weare, K. (2000) *Promoting Mental, Emotional and Social Health. A Whole School Approach*. London, Routledge.
- 5 Rivers, K., Aggleton, P., Chase, E., Downie, A., Mulvihill, C., Sinkler, P., Tyrer, P. & Warwick, I. (2000) *Setting the Standard: Research Linked to the National Health School Standard*. London, Department of Health/Department for Education and Employment.
- 6 See 1 above.
- 7 Department for Education and Employment (1998) *School Standards and Framework Act 1998, Chapter 31*. London, HMSO.
- 8 This guide highlights and builds on the elements of good practice we identified in the main study report: Douglas, N & Warwick, I. (2000) *Building On Strengths - Best Practice When Tackling Homophobic Bullying in Secondary Schools*. London, Education Policy Research Unit, Institute of Education, University of London.

- 9 See 3 above.
- 10 Thompson, D. 'Bullying and Harassment in and out of School'. In P. Aggleton, J.Hurry & I.Warwick. (2000) (eds.) *Young People and Mental Health*. Chichester, John Wiley.
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- 12 Douglas, N., Warwick, I., Kemp, S. & Whitty, G. (1997) *Playing It Safe. Responses of Secondary School Teachers to Lesbian and Gay Pupils, Bullying, HIV and AIDS Education and Section 28*. London, Terrence Higgins Trust.
- 13 Rivers, I. (1996) 'Young, Gay and Bullied.' *Young People Now*, January, pp. 18-19.
- 14 Smith, P.K. 'England and Wales.' In P.K.Smith, Y.Morita, J.Junger-Tas, D. Olweus, R.Catalona, & P. Slee. (1999) (eds.) *The Nature of School Bullying. A Cross-National Perspective*. London, Routledge.
- 15 See 13 above.
- 16 See 13 above.
- 17 Rivers, I. (2000) 'Social Exclusion, Absenteeism and Sexual Minority Youth.' *Support for Learning*. 15, 1, pp. 13-18.
- 18 See 1 above.
- 19 See 10 above.
- 20 Glover, D.,Cartwright, N., with Gleeson, D. (1998) *Towards Bully Free Schools*. Buckingham, Open University Press.
- 21 Department for Education and Employment (1999) *National Healthy Schools Standard. Guidance*. London, Department for Education and Employment.
- 22 Qualifications and Curriculum Authority (2000) *Personal, Social and Health Education at key stages 3 and 4. Initial guidance for schools*. London, Qualifications and Curriculum Authority.
- 23 Department for Education and Employment (2000) *Sex and Relationship Education Guidance*. London, Department for Education and Employment.
- 24 Department for Education and Employment / Qualifications and Curriculum Authority (1999) *The National Curriculum for England: Non-Statutory Frameworks for Personal, Social and Health Education and Citizenship at Key Stages 1 and 2; Personal Social and Health Education at Key Stages 3 and 4*. London, HMSO.
- 25 Department of Health (1999) *Saving Lives. Our Healthier Nation*. Cm 4386. London, The Stationary Office.
- 26 See 21 above.
- 27 Department for Education and Employment (1999) *National Healthy School Standard. Getting Started - A Guide for Schools*. London, Department for Education and Employment.
- 28 See 5 above.
- 29 See 23 above, p.7.
- 30 See 24 above, p.5.
- 31 See 23 above.
- 32 See 23 above.
- 33 See 24 above.
- 34 See 22 above.
- 35 See 23 above.
- 36 See 23 above.
- 37 See 24 above.
- 38 Drawn from Ewles, L. & Simnett, I. (1999) *Promoting Health. A Practical Guide*. London, Baillière Tindall.

Appendix One:

Key National Policy and Guidance that Applies to Schools

We have purposely omitted details of Section 28 of the Local Government Act 1988. The legislation applies to **local authorities only** and has never legally applied to the activities of individual schools, teachers or school governors. Section 28 prohibits local authorities from intentionally promoting homosexuality and prohibits local authorities from promoting the teaching in any maintained school of the acceptability of homosexuality as a 'pretended family relationship'. The Learning and Skills Act (2000) puts in place the statutory framework for SRE in maintained schools and makes it clear that SRE is neither the responsibility of Local Education Authorities nor Health Authorities, but of the school itself.

Policy Document	Available	Relevance
<p>Department for Education and Employment (2000) <i>Sex and Relationship Education Guidance. DfEE 0116/2000.</i> London, Department for Education and Employment (now DfES).</p>	<p>DfES Publications PO Box 5050 Annesley, Nottingham NG15 0DJ</p> <p>Tel. 0845 602 2260 E-mail:dfee@prolog.uk.com http://www.dfes.gov.uk/sreguidance</p>	<ul style="list-style-type: none"> ● Provides guidance on school sex and relationship education. Addresses policy development, SRE within PSHE, teaching strategies, working with parents and working with the wider community.
<p>Department for Education and Employment & Qualifications and Curriculum Authority (2000) <i>Citizenship at Key Stages 3 and 4. Initial Guidance for Schools.</i> London, Qualifications and Curriculum Authority.</p>	<p>QCA Publications PO Box 99 Sudbury Suffolk CO10 6SN</p> <p>Tel. 01787 884 444 http://www.nc.uk.net</p>	<ul style="list-style-type: none"> ● Outlines the importance of teaching citizenship and provides guidance on the requirement for schools to teach citizenship at key stages 3 and 4 as part of the National Curriculum from 2002. Provides guidance on programmes of study, planning for and implementing citizenship and approaches to implementing the programmes of study.
<p>Department for Education and Employment (1999) <i>National Healthy School Standard. Getting Started – A Guide for Schools.</i> London, Department for Education and Employment.</p> <p>Department for Education and Employment (1999) <i>National Healthy School Standard. Guidance.</i> London, Department for Education and Employment.</p>	<p>DfES Publications PO Box 5050 Annesley Nottingham NG15 0DJ</p> <p>Tel. 0845 602 2260 E-mail: dfee@prolog.uk.com http://www.wiredforhealth.gov.uk/healthy/healsch.html</p>	<ul style="list-style-type: none"> ● Provides information and guidance for schools about the National Healthy School Standard. Details information about the development of local programmes and school-based activities, national quality standards and accreditation.

continued

Policy Document	Available	Relevance
<p>Department for Education and Employment (1999) <i>Circular 10/99. Social Inclusion: Pupil Support.</i> London, Department for Education and Employment.</p>	<p>DfES Publications PO Box 5050 Annesley Nottingham NG15 0DJ</p> <p>Tel. 0845 602 2260 E-mail: dfee@prolog.uk.com http://www.dfee.gov.uk/circulars/10-99</p>	<ul style="list-style-type: none"> ● Covers LEA specific issues on attendance, education out of school and re-integration of excluded pupils. Includes information about the legal responsibilities of head teachers to take measures to prevent all forms of bullying, including that related to sexual orientation.
<p>Department for Education and Employment (1999) <i>Preparing Young People For Adult Life. A Report of the National Advisory Group on Personal Social and Health Education.</i> London, Department for Education and Employment.</p>	<p>DfES Publications PO Box 5050 Annesley Nottingham NG15 0DJ</p> <p>Tel. 0845 602 2260 E-mail: dfee@prolog.uk.com</p>	<ul style="list-style-type: none"> ● A report by the National Advisory Group on Personal, Social and Health Education. Outlines the importance of PSHE and the steps needed to develop provision in all schools so that it is delivered well and consistently.
<p>Department for Education and Employment & Qualifications and Curriculum Authority (1999) <i>Non-Statutory Frameworks for Personal, Social And Health Education and Citizenship at Key Stages 1 & 2; Personal, Social and Health Education At Key Stages 3 & 4.</i> London, Qualifications and Curriculum Authority.</p>	<p>QCA Publications PO Box 99 Sudbury Suffolk CO10 2SN</p> <p>Tel. 01787 884 444 http://www.nc.uk.net</p>	<ul style="list-style-type: none"> ● Outlines the importance of teaching PSHE. Provides guidance on programmes of study at the key stages and gives examples of possible teaching approaches.

Appendix Two:

Sources of Further Advice and Information

Agencies

<p>Anti-Bullying Network</p>	<p>Moray House Institute of Education, University of Edinburgh, Holyrood Road, Edinburgh, EH8 8AQ. Tel: 0131 651 6100 E-Mail: abn@education.ed.ac.uk http://www.antibullying.net/index.html</p>	<ul style="list-style-type: none"> ● A Scottish network aiming to support efforts to tackle bullying. Provides: a telephone information line; a newsletter; information packs for teachers, parents and young people; support for training; a web site and a database of anti-bullying initiatives.
<p>Bolton Homophobic Bullying Forum</p>	<p>Andrew Mulholland, Bolton Health Promotion Service, Lever Chambers Centre for Health, Ashburner Street, Bolton BL1 1SQ. Tel: 01204 360053 E-Mail: andrew.mulholland@chb-tr.nwest.nhs.uk</p>	<ul style="list-style-type: none"> ● The Bolton Homophobic Bulling Forum brings together Bolton Health Promotions Service, Bolton LEA, Bolton Victim Support, Greater Manchester Police, CragRats Theatre inEducation Company and local lesbian, gay and bisexual groups working with young people and their parents, to work in local secondary schools. Their report, Tackling Homophobic Bullying in Schools (June 2001) is available.
<p>ChildLine</p>	<p>(Admin): Studd Street, London, N1 0QW. (For young people): Freepost 1111, London N1 0BR. Tel (office): 020 7239 1000 Tel (helpline): 0800 1111 E-Mail: info@childline.org.uk http://www.childline.org.uk</p>	<ul style="list-style-type: none"> ● Bullying and homophobic bullying are included in Listen to Us, Chapter 1 of Mconville, B. (2001) Saving Young Lives: Calls to ChildLine about Suicide, London ChildLine. ChildLine is the free, national helpline for children and young people in danger and distress. It provides a confidential telephone counselling service for any child with a problem twenty-four hours a day, every day. Trained counsellors provide support and advice and refer children to appropriate helping agencies. ChildLine also brings public attention to issues affecting children's welfare and rights. In addition, ChildLine runs CHIPS (ChildLine in Partnership with Schools). This project seeks to raise awareness about ChildLine and encourages schools to support their pupils in setting up projects run by them and for them in tackling issues that affect their lives.

continued

Agencies		
<p>Department for Education and Employment. Bullying: Don't Suffer in Silence</p>	<p>DfES Publications PO Box 5050 Annesley Nottingham NG15 0DJ</p> <p>Tel. 0845 602 2260</p> <p>E-mail: dfes@prolog.uk.com</p> <p>http://www.dfes.gov.uk/bullying/index.shtml#</p>	<ul style="list-style-type: none"> ● Bullying: Don't Suffer in Silence is the revised anti-bullying pack for schools. It is accompanied by a video for pupils, encouraging them to report any bullying. The pack offers advice and guidance specifically about racial bullying (responding to the MacPherson report), bullying because of sexual orientation, sexual assault, and bullying because of a disability or special educational needs. It also highlights the important role that parents have in combating bullying. Other material updates information given in the 1994 edition.
<p>Joint Action Against Homophobic Bullying</p>	<p>The Intercom Trust: Lesbian, Gay and Bisexual Support Forum in the South West, PO Box 285, Exeter, Devon, EX1 2YZ.</p> <p>Tel (office): 01392 678 744</p> <p>Tel (anti-gay bullying helpline): 01392 20 10 18</p> <p>E-Mail: jaahb@intercom.freeserve.co.uk</p>	<ul style="list-style-type: none"> ● A south-west England based partnership project that offers a child-protection-based approach to tackling homophobic bullying in schools. Provides: guidelines for LEAs to circulate to schools; training workshops for school staff; a helpline; and consultation for head teachers, LEAs and others. Partnership led by the Intercom Trust also includes Devon County Council, Devon & Cornwall Constabulary, FFLAG (Families and Friends of Lesbians and Gays), ChildLine, Kidscape, PTA Devon, the NUT and others. Other LEAs are preparing to join the partnership.
<p>Kidscape</p>	<p>2 Grosvenor Gardens, London, SW1W 0DH.</p> <p>Tel: 020 7730 3300</p> <p>E-Mail: contact@kidscape.org.uk</p> <p>http://www.kidscape.org.uk</p>	<ul style="list-style-type: none"> ● Kidscape is a registered charity committed to keeping children safe from harm or abuse. Kidscape focuses upon preventative policies - tactics to use before any abuse takes place. Provides: materials and training courses for use by professionals working with young people and the general public; a bullying helpline that provides advice and information for parents and professionals working with young people.

continued

Agencies		
<p>Sex Education Forum</p>	<p>National Children's Bureau 8 Wakley Street, London, EC1V 7QE.</p> <p>Tel (office): 020 7843 6056 Tel (information helpline): 020 7843 6052 E-Mail: sexedforum@ncb.org.uk http://www.ncb.org.uk/sexed.htm</p>	<ul style="list-style-type: none"> ● The Sex Education Forum (based at the National Children's Bureau) seeks to ensure that all children receive their entitlement to effective and appropriate sex and relationships education. Provides: support and guidance on all aspects of sex and relationships education; a termly newsletter (Sex Education Matters); a range of factsheets, briefing papers and other publications; and an information helpline that teachers and other professionals can contact for information, resources, research and to identify examples of good practice.
<p>Trust for the Study of Adolescence</p>	<p>Publications Manager, 23 New Road, Brighton, East Sussex, BN1 1WZ.</p> <p>Tel: 01273 693 311 E-Mail: n.swift@tsa.uk.com http://www.tsa.uk.com</p>	<ul style="list-style-type: none"> ● Publications list: Trust for the Study of Adolescence (2000) Publications for Parents and Professionals 2000-2001. Brighton, Trust for the Study of Adolescence.
<p>Young People's Health Network</p>	<p>Health Development Agency, Trevelyan House, 30 Great Peter Street, London, SW1P 2HW.</p> <p>Tel: 020 7413 1995 http://www.hda-online.org.uk/yphn</p>	<ul style="list-style-type: none"> ● The Young People's Health Network encourages the exchange of information and ideas and examples of good practice among the wide range of professionals working on issues that affect young people's health. The Network produces a newsletter that is distributed three times a year to the contacts on a database. The database holds approximately 7,500 contacts, ranging from small local projects to large national organisations, all of whom are interested in the well-being of young people.

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