

Stonewall

ABOUT THIS RESOURCE

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people.

At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full.

Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

To find out more about our work, visit us at www.stonewall.org.uk

Registered Charity No 1101255 (England and Wales) and SC039681 (Scotland)

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter.



SCHOOL REPORT CYMRU

The experiences of
lesbian, gay, bi and trans
young people in Wales'
schools in 2017

SCHOOL REPORT CYMRU

The experiences of
lesbian, gay, bi and trans
young people in Wales'
schools in 2017

SCHOOL REPORT CYMRU

The experiences of
lesbian, gay, bi and trans
young people in Wales'
schools in 2017

Josh Bradlow and Crash Wigley Stonewall

Dr Vasanti Jadva Centre for Family Research, University of Cambridge



FOREWORD

When Stonewall's first *School Report* was released in 2007 it revealed a startling picture: two in three lesbian, gay and bi pupils had been bullied at school because of their sexual orientation and just one in four schools said this bullying was wrong.

Over the past decade we have worked with governments, schools and local authorities across Britain to help them combat this bullying and create more inclusive learning environments. In 2015 Stonewall extended our remit to campaign for trans equality and this report is our first *School Report* to include the specific experiences of trans young people.

The Stonewall *School Report 2017* is a study of over 3,700 lesbian, gay, bi and trans (LGBT) pupils across Britain. It demonstrates the continued impact of this work. Since 2007 the number of lesbian, gay and bi pupils bullied because of their sexual orientation has fallen by almost a third. The number of schools who say that bullying is wrong has nearly trebled, and homophobic remarks are far less likely to be heard. Thanks to the hard work and dedication of teachers, school staff, schools and governments across Britain, more LGBT people than ever are able to be themselves at school.

The Stonewall *School Report Cymru 2017* shows the results from young LGBT people aged between 11 and 19 from across Wales. More than half of LGBT pupils in Wales are still bullied for being LGBT at school, and only one in six have learnt about safe sex in relation to same-sex relationships at school. LGBT Young people in Wales continue to experience unacceptably high levels of poor mental health. Three in five LGBT pupils in Wales said that LGBT issues had never been discussed in school, leaving them feeling isolated and without support. Disturbingly, three in five LGBT pupils in Wales say that there isn't an adult at school they can talk to about being LGBT.

Nearly all LGBT young people say that the internet has helped them understand more about their sexual orientation and/or gender identity. Worryingly, for LGBT young people the online experience is not entirely positive, nearly all of them see offensive anti-LGBT content online, nearly half have been the target of online abuse and only three in five think that online platforms will do something about it if reported.

Trans pupils are at particular risk: many face harassment, bullying and violence, with 73 per cent experiencing bullying at school. More than half of trans young people say that they are not able to use the toilets they feel comfortable in at school, while two in five are not able to be known by their preferred name at school. Three in four trans young people have harmed themselves at some point.

We often hear a great deal about how far Wales has come on LGBT rights, and how life has improved for our LGBT young people. But this study shows that while some LGBT young people are accepted, for many bullying, discrimination and exclusion are part of their day-to-day lives.

Reading the first-hand accounts of LGBT young people in Wales, many of which are quoted in this report, is devastating. The finding that a quarter of lesbian gay and bi young pupils and two in five trans young people had attempted to take their own lives is a shocking wake-up call. It should leave no doubt whatsoever that action is needed urgently. In publishing these findings and recommendations our hope is that they will act as a call to action to all those involved in shaping, delivering and overseeing the learning experience of our future generations. There is absolutely no room for complacency: our work will continue until every young person can be accepted without exception.

Andrew White

Director, Stonewall Cymru

THIS STUDY

In 2016 Stonewall commissioned the Centre for Family Research at the University of Cambridge to conduct a survey with young people who are lesbian, gay, bi or trans (or think they might be) on their experiences in secondary schools and colleges across Britain. Between November 2016 and February 2017, 3,713 LGBT young people aged between 11-19, including 267 living in Wales, completed an online questionnaire. This report represents the responses of these participants living in Wales.

This study is the second report published by Stonewall Cymru, five years on from the School Report Cornerstone in 2012. It is the first to include the specific experiences of trans young people, reflecting Stonewall's decision to extend its remit to campaign for trans equality in 2015.

CONTENTS

1	KEY FINDINGS	6
2	PREVALENCE OF HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING	8
3	WHAT DOES THE BULLYING LOOK LIKE?	10
4	RESPONDING TO BULLYING AND LANGUAGE	13
5	TEACHING ABOUT LESBIAN, GAY, BI AND TRANS ISSUES	15
6	SUPPORT FOR LESBIAN, GAY, BI AND TRANS YOUNG PEOPLE	17
7	WELLBEING AND MENTAL HEALTH	20
8	LIFE OUTSIDE OF SCHOOL	22
	RECOMMENDATIONS	25
	METHODOLOGY	30
	SUPPORT AND RESOURCES	31



CHAPTER 1

KEY FINDINGS

BULLYING AND LANGUAGE

- **More than half** of LGBT pupils in Wales (54 per cent) – including **73 per cent** of trans pupils – are bullied for being LGBT at school
- **Three in five** LGBT pupils (60 per cent) 'frequently' or 'often' hear homophobic language in school, **half** (49 per cent) 'frequently' or 'often' hear biphobic language, and **half** (51 per cent) 'frequently' or 'often' hear transphobic language
- **Nine in ten** LGBT pupils (90 per cent) regularly hear phrases such as 'that's so gay' or 'you're so gay'
- **Nearly half** of LGBT pupils (47 per cent) who experience homophobic, biphobic and transphobic bullying never tell anyone about it

HOW SCHOOLS RESPOND

- Only **a quarter** of bullied LGBT pupils in Welsh schools (25 per cent) say that teachers intervene when they are present during the bullying
- Just **three in ten** LGBT pupils (29 per cent) report that teachers or school staff consistently challenge homophobic, biphobic and transphobic language when they hear it
- **Nearly three in five** LGBT pupils in Welsh schools (56 per cent) report that their schools say homophobic and biphobic bullying is wrong, while just **one in three** (33 per cent) report that their schools say transphobic bullying is wrong

TEACHING

- **Three in five** LGBT pupils in Welsh schools (58 per cent) are never taught anything about LGBT issues
- Just **one in six** LGBT pupils (16 per cent) have learnt about safe sex in relation to same-sex relationships
- **More than four in five** LGBT pupils (84 per cent) have never learnt about or discussed bisexuality at school
- **More than four in five** LGBT pupils (87 per cent) have never been taught about or discussed gender identity and what 'trans' means

SUPPORT

- **Three in five** LGBT pupils in Wales (62 per cent) say that there isn't an adult at school they can talk to about being LGBT
- Just **three per cent** of LGBT pupils know of an openly bi member of staff, and only **three per cent** who know of an openly trans member of staff. **One in five** LGBT pupils (19 per cent) know of an openly gay member of staff, and **15 per cent** know of an openly lesbian member of staff
- **Three in five** trans pupils (62 per cent) say that staff at their school are not familiar with the term 'trans' and what it means
- **More than half** of trans pupils (53 per cent) say that they are not able to use the toilets they feel comfortable in at school, while **two in five** (42 per cent) are not able to be known by their preferred name at school



WELLBEING AND MENTAL HEALTH

- **Half** of bullied LGBT pupils in Wales (51 per cent) have skipped school because of bullying about being LGBT
- **Three in five** bullied LGBT pupils (62 per cent) feel that homophobic, biphobic and transphobic bullying has had a negative effect on their plans for future education
- **Three in four** trans young people (77 per cent) have deliberately harmed themselves at some point. For lesbian, gay and bi pupils who are not trans, **three in five** (61 per cent) have self-harmed
- **Two in five** trans young people (41 per cent) have at some point attempted to take their own life. For lesbian, gay and bi pupils who are not trans, **one in four** (25 per cent) have tried to take their own life

AT HOME AND ONLINE

- Just **two in five** LGBT young people in Wales (42 per cent) have an adult at home they can talk to about being LGBT
- **Nearly all** LGBT young people (95 per cent) say the Internet has helped them understand more about their sexual orientation and/or gender identity
- **Nearly half** of LGBT young people (46 per cent) have been the target of homophobic, biphobic and transphobic abuse online
- **Nearly all** LGBT young people (97 per cent) see homophobic, biphobic and transphobic content online
- **Three in five** LGBT young people (60 per cent) think that online platforms are unlikely to do anything about tackling homophobic, biphobic and transphobic content or incidents when it is reported to them

I used to be made fun of a lot for my appearance. I frequently got asked if I was a boy or a girl and was called names like shim and hermaphrodite. I got pushed in corridors, kicked and told that I was a 'nervous wreck' when I would cry about the bullying. It went on from the start of Year Seven, probably until the end of Year Eleven. I've never really got over it.

Jamie, 17, sixth form college



CHAPTER 2

PREVALENCE OF HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING

Homophobic, biphobic and transphobic bullying and language is common throughout secondary schools and colleges in Wales.

BULLYING

More than half of LGBT pupils in Wales (54 per cent) are bullied for being LGBT at school.

The bullying stopped then for a bit, but then another person started to bully me on the bus, calling me "the only gay in the village" because I spoke Welsh and have a strong accent. I was told many times to "go die in a hole".

Osian, 16, secondary school

I've been shouted at and talked about on multiple occasions because of my sexuality and I've heard remarks such as 'bisexuals are more likely to cheat, I'd never date a bi woman or man'. A few people who are openly gay have said things like 'as a lesbian, I would never want to do anything with a bisexual woman'.

Sian, 13, secondary school

Trans pupils are at particular risk of bullying: **two in three** trans pupils (65 per cent) are bullied at school for being trans.

I used to be made fun of a lot for my appearance. I frequently got asked if I was a boy or a girl and was called names like shim and hermaphrodite. I got pushed in corridors, kicked and told that I was a 'nervous wreck' when I would cry about the bullying. It went on from the start of Year Seven, probably until the end of Year Eleven. I've never really got over it.

Jamie, 17, sixth form college

Trans pupils are also bullied on the basis of their perceived or actual sexual orientation: when taking into account those who experience bullying due to their gender identity and/or sexual orientation, **three in four** (73 per cent) trans pupils are bullied for being LGBT at school.

I was bullied from about the age of eight for not being 'girly' enough. I struggled to explain to staff the issues I was having but once I did they were very supportive and spoke to the people and worked closely with me to make sure I was okay.

Olly, 18, secondary school

No one wanted to talk to me or sit by me in class. A few times people said "dyke" or "tranny" under their breath, just when I walked in and sat down. If the teacher asked me a question they'd laugh at my voice. They'd give me weird looks if I tried to join in conversations, and made it obvious I wasn't welcome in their friendship groups. A group of girls I'd known for years started following me around and laughing at my hair. They kept asking awkward questions which they knew made me uncomfortable, like "why are you using the disabled toilets?" Another girl kept calling me "it" behind my back.

Rhys, 19, now at university

More than two in five LGBT girls (44 per cent) and **two in three** LGBT boys (66 per cent) are bullied at school for being LGBT.

It went on for the entire duration up until I left to go to college. I got made fun of for wearing makeup and tights. Teachers would also tell me off and insult me for it too. People have said that I should kill myself and I have had death threats, physical abuse and online bullying.

Jordan, 18

LANGUAGE

Even if not bullied themselves, most LGBT pupils hear homophobic, biphobic and transphobic language in Welsh schools.

Nine in ten LGBT pupils – **90 per cent** – regularly hear phrases such as 'that's so gay' or 'you're so gay' in school, with **seven in ten** LGBT pupils (72 per cent) hearing such comments 'frequently' or 'often'.

Three in five LGBT pupils (60 per cent) 'frequently' or 'often' hear homophobic language such as 'faggot' or 'lezza' in school. **Half** (49 per cent) 'frequently' or 'often' hear negative comments about bi people (biphobic language), for example that bi people are 'greedy' or 'just going through a phase'. **Half** (51 per cent) 'frequently' or 'often' hear negative comments about trans people (transphobic language), for example words like 'tranny' or 'he-she'.

I hear homophobic, biphobic and transphobic language as well as horrible jokes on a daily basis and no one challenges it. Staff who hear it don't do anything as far as I know. I believe that my school should educate and talk openly about LGBT matters. I think that if they talked about LGBT matters as much as they talk about drugs and alcohol, and punished homophobia, transphobia and biphobia then the school would have a better and safer environment.

Rhiannon, 14, secondary school

I was bullied in college for being trans and they did nothing. I was bullied for my clothing and they laughed with them.

Morgan, 17, FE college



CHAPTER 3

WHAT DOES THE BULLYING LOOK LIKE?

Homophobic, biphobic and transphobic bullying in Welsh schools ranges from verbal abuse to death threats and takes place in and around school, including while pupils are in lessons.

PREVALENCE OF DIFFERENT FORMS OF BULLYING AT SCHOOL

Half of LGBT pupils in Wales (52 per cent) face verbal abuse at school.

I was called a faggot, told that being gay was wrong, that my relationship at the time made people feel uncomfortable and that it was unnatural.

Elin, 19, FE college

Two in five LGBT pupils (42 per cent) are gossiped about. **A third** of LGBT pupils (32 per cent) are ignored or isolated, while the same percentage are subjected to intimidating looks.

It lasted about six months and during that time I was ignored by everyone. I still hardly speak to anyone and always hear gossip about me. I spoke to the school nurse but nothing was done about it.

Alys, 17, secondary school

It was horrible. I had confided in two close friends. One of them told a girl who hated me and then she started spreading it around. It made me extremely uncomfortable, to the point where I would get too anxious to go to class and I'd start crying in the toilets. The worst part though was when people started giving me weird looks. They would discuss it in their friendship groups as if it was this massive thing. It got a lot worse. I'd get shoved and things but I'd rather not go into detail with that.

Abbie, 15, secondary school

Eight per cent of LGBT pupils experience physical bullying, which includes being hit, punched, kicked or having objects thrown at them. **Nine per cent** of LGBT pupils have their belongings stolen or damaged.

Eight per cent of LGBT pupils receive death threats at school.

There has been a lot of gossip about my sexuality, with many saying I was this or that without speaking to me at all. The amount of homophobic language is disgusting. I've had things thrown at me and my partner has received death threats, just for being gay.

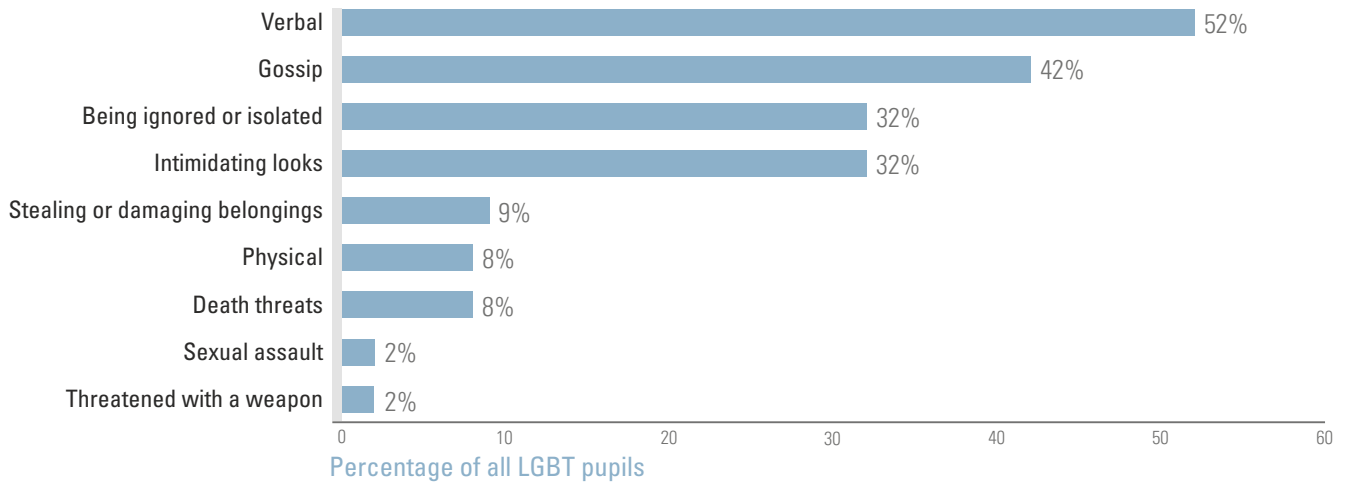
Jessica, 17, secondary school

Most of it was general bullying. However a lot of it was to do with the fact that some people assumed I was a lesbian. At the time I was questioning so it made it hard for me to accept myself. I received death threats as well which affected me badly. The teachers involved did help to a certain extent. However, they didn't address the blatant homophobia which I received.

Lois, 17, sixth form college

Two per cent of LGBT pupils are threatened with weapons at school, and **two per cent** of LGBT pupils experience sexual assault.

WHAT FORM DID THE BULLYING TAKE?



WHERE HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING TAKES PLACE AT SCHOOL

LGBT pupils in Welsh schools are most often bullied in corridors or around school grounds. **Nearly two in five** LGBT pupils (37 per cent) are bullied in corridors, and **the same percentage** are bullied around school grounds.

Three in ten LGBT pupils (31 per cent) experience homophobic, biphobic and transphobic bullying during lessons.

No one wanted to talk to me or sit by me in class. A few times people said 'dyke' or 'tranny' under their breath, just when I walked in and sat down.

Rhys, 19, now at university

One in four LGBT pupils (26 per cent) are bullied for being LGBT while at school via mobile phone or online.

It happened via text - my number was given out by 'friends'. It upset me and I didn't want to return to college. It triggered severe anxiety and I was unable to leave my house for months after it as I knew I was the subject of gossip. We called the college but I didn't want them to do anything in case it worsened.

Alex, 18, FE college

One in five LGBT pupils (21 per cent) are bullied in changing rooms, and **one in seven** LGBT pupils (13 per cent) are bullied during sports lessons.

The class was waiting outside the changing room and a fellow student pinned me and backed me into a corner. He was basically showing off that he could do this to someone, and not only get away with it, but make people laugh by suggesting that I was gay and was enjoying it. I wasn't openly gay then. I think it's a part of 'lad culture', but it's not right.

Marcus, 17, faith secondary school

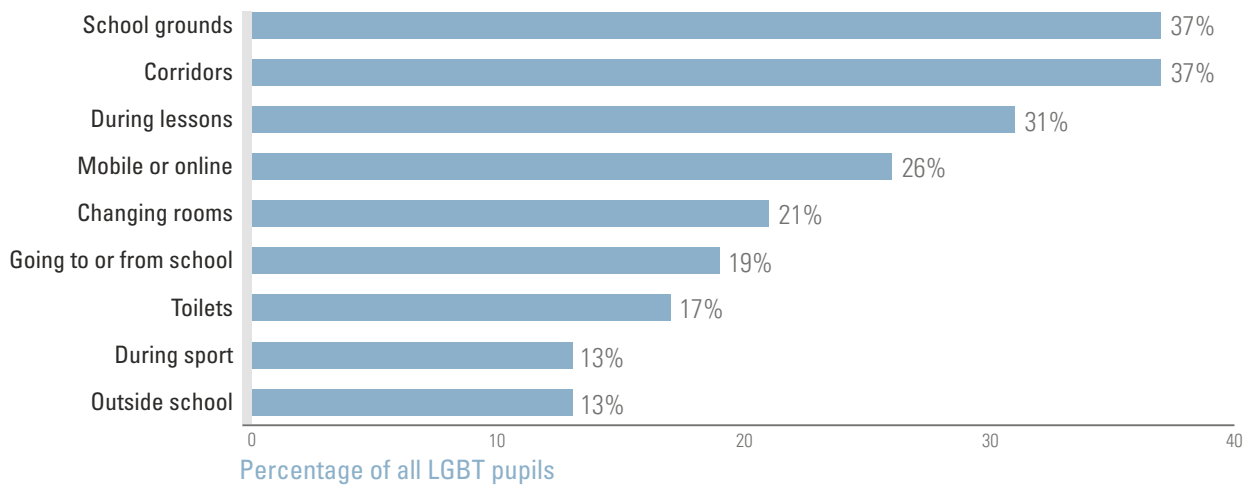
Even if not bullied themselves, **three in five** LGBT pupils (62 per cent) regularly hear homophobic, biphobic and transphobic language in sports lessons and **more than two in five** (44 per cent) do not feel welcome and included in sports lessons.

In PE lessons people would deliberately run into me, throw footballs or rugby balls at me and just try to attack me. The teacher said it was nothing. I have done everything possible to miss PE lessons.

Leigh, 16, secondary school

Almost one in five LGBT pupils (17 per cent) are bullied in school toilets.

WHERE DID THE BULLYING TAKE PLACE?



I was threatened to have my throat slit open in class right in front of a teacher and nothing was ever done. They gave me no help.

Riley, 19, now in employment



CHAPTER 4

RESPONDING TO BULLYING AND LANGUAGE

Many LGBT pupils in Welsh schools report that their schools often fail to intervene when homophobic, biphobic and transphobic bullying and language occurs.

While a growing number of schools across Wales say this bullying and language is wrong, many still don't, particularly in relation to transphobic bullying and language.

RESPONSES TO BULLYING

In most cases of homophobic, biphobic and transphobic bullying, school staff and other pupils become bystanders.

Only **a quarter** of bullied LGBT pupils (25 per cent) say that teachers intervene when they are present during the bullying. Just **14 per cent** say that other school staff who are present intervene, while only **six per cent** say that head teachers who are present do the same.

It happened in my old school. My parents complained but nothing happened so I moved schools.

Gwenllian, 15, secondary school

Other pupils are more likely than teachers and school staff to intervene when they are present during bullying, although many still don't. **Half** of bullied LGBT pupils (50 per cent) say that other pupils who are present intervene.

REPORTING BULLYING

Nearly half of LGBT pupils (47 per cent) who experience homophobic, biphobic and transphobic bullying in Welsh schools never tell anyone about it.

There are many reasons why LGBT pupils don't tell anyone that they are experiencing homophobic, biphobic and transphobic bullying. Feelings of shame about the bullying and shame about their own sexual orientation or gender identity prevent some from seeking help, while many are not confident that they can turn to adults for help in tackling bullying:

I couldn't even talk to a teacher about it because we've never been told that we can talk about this type of stuff to teachers.

Abbie, 15, secondary school

I would like my school to be more aware of the language students use and how it affects students who are members of the LGBT+ community. Most of the time I feel too unsafe to call out people who use slurs and transphobic, homophobic and biphobic language in front of me due to the danger of me outing myself.

Alex, 14, secondary school

At college it's better, but I don't feel confident telling tutors or some students because they might accidentally say something to my parents.

Serena, 16, FE college

RESPONSES TO LANGUAGE

Homophobic, biphobic and transphobic language often goes unchallenged by teachers, school staff and pupils who hear it.

I would like the school to do something about it but they walk past many students using homophobic, biphobic and transphobic language and no one says anything.

Emma, 15, secondary school

I have never heard a teacher challenge that behaviour. For example I was having a discussion with a boy who was using transphobic language while a teacher was listening who didn't respond at all.

Anna, 13, faith secondary school

Just **three in ten** LGBT pupils (29 per cent) report that teachers or school staff consistently challenge this language when they hear it. **Seven in ten** LGBT pupils (71 per cent) report that teachers or school staff only 'sometimes' (40 per cent) or 'never' (31 per cent) challenge this language when they hear it.

Terms such as 'that's so gay' and 'faggot' tend to go unnoticed by teachers or are completely ignored. I found it demeaning and it lowered my self-confidence and made me doubt that I could ever tell anyone.

Ryan, 19, now at university

The staff don't care if they hear homophobic, biphobic or transphobic language, and the older teachers say it's "banter between students". One teacher visibly tenses up whenever he hears any sort of offensive language, but never does anything about it.

Osian, 16, secondary school

Other pupils are less likely than teachers and school staff to challenge homophobic, biphobic and transphobic language when they hear it. **One in five** LGBT pupils (20 per cent) report that other pupils consistently challenge this language when they hear it.

Four in five (80 per cent) report that other pupils only 'sometimes' (47 per cent) or 'never' (33 per cent) challenge this language when they hear it.

People in my class would say things when I wasn't there. Sometimes I could hear them still as I left the room. The tutors did nothing but join in at times. My (few) friends in class would tell me when they said things but rarely interrupted the insults.

Morgan, 17, FE college

ANTI-BULLYING AND LANGUAGE POLICIES

Nearly three in five LGBT pupils in Welsh schools (56 per cent) report that their schools say homophobic and biphobic bullying is wrong.

Just **one in three** (33 per cent) report that their schools say transphobic bullying is wrong.

Half of LGBT pupils (52 per cent) say that their schools say homophobic and biphobic language is wrong. In particular, **two in five** LGBT pupils (41 per cent) report that their school says using the word 'gay' in a negative way is wrong.

Just **three in ten** LGBT pupils (29 per cent) report that their schools say using transphobic language is wrong.

I was in a maths lesson and the boy behind me wouldn't stop throwing paper and pens at my head and calling me a lesbian. The teacher did nothing.

Anna, 13, faith secondary school



CHAPTER 5

TEACHING ABOUT LESBIAN, GAY, BI AND TRANS ISSUES

Many LGBT pupils in Welsh schools are never taught about LGBT issues, including in classes on relationships and sex.

Three in five LGBT pupils in Welsh schools (58 per cent) are never taught anything about LGBT issues.

Nothing LGBT has ever been discussed in a positive way at school.

Anna, 13, faith secondary school

Because I'd never had the opportunity to discuss anything LGBT-related at school, I repressed my identity for a long time. I thought it was unnatural and something that was looked down on.

Grace, 19, now at university

The only information we get about it is leaflets in the library.

Owain, 18, FE college

School has only ever taught me sex ed for straight people. I had to learn about same-sex relationships by asking people and looking on the Internet. Given that school didn't teach me about same-sex relationships when I was young and questioning, I found it alienating and felt even less like I could come out.

Rachel, 18, FE college

Apart from a small mention in a lesson about consent, my school has had no education on anything LGBT as far as I am aware.

Rhiannon, 14, secondary school

LGBT-inclusive sex education is absolutely necessary. I wish it was taught.

Josh, 17, sixth form college

Just **one in ten** LGBT pupils in Wales (10 per cent) have learnt about where to go for help and advice about same-sex relationships at school.

While the majority of LGBT pupils – **85 per cent** – have learnt about contraception and safe sex at school, just **one in six** LGBT pupils (16 per cent) have learnt about this in relation to same-sex relationships.

TEACHING ABOUT SEX AND RELATIONSHIPS

While most LGBT young people receive some form of school teaching about having healthy relationships and practicing safe sex, very few have learnt about this in relation to same-sex relationships.

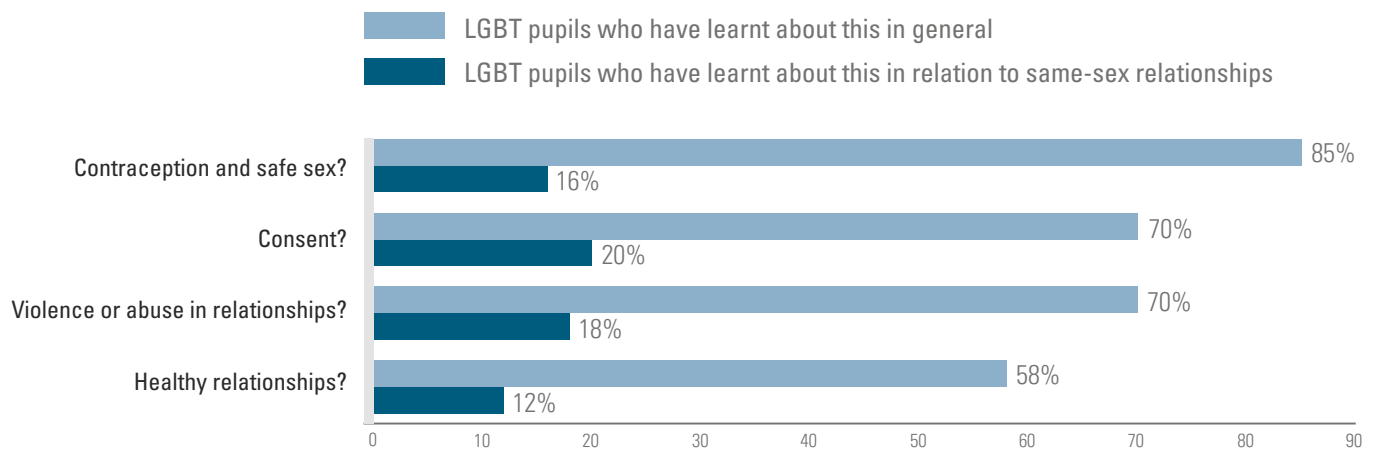
Only **one in eight** LGBT pupils (12 per cent) have learnt about how to have healthy relationships in relation to same-sex relationships.

Just **one in five** LGBT pupils (20 per cent) have learnt about consent in relation to same-sex relationships, and only **one in five** (18 per cent) have learnt about violence or abuse in relation to same-sex relationships.

I think the lack of education and understanding of LGBT issues is the reason I'm not out yet. I believe I gave myself significant anxiety because I didn't accept that I was gay, I didn't know anyone who was gay and I was never told that being anything other than heterosexual was okay. I believe non-heterosexual relationships should have been talked about in PSHE and sex education. Those classes are outdated and there should be a national policy in order to ensure no young person feels confused about why they don't fit in.

Beca, 18, now at university

HAVE YOU LEARNT ABOUT...



TEACHING ON WIDER LGBT ISSUES

Most LGBT pupils in Wales say that they have never been taught key information about what it means to be LGBT at school.

Seven in ten LGBT pupils (71 per cent) have never been taught that same-sex couples can get married and have civil partnerships (same-sex couples have been legally allowed to marry since 2013).

More than eight in ten (84 per cent) have never learnt about the different ways same-sex couples can have children.

More than four in five LGBT pupils (84 per cent) have never learnt about or discussed bisexuality at school.

More than four in five LGBT pupils (87 per cent) have never been taught about or discussed gender identity and what 'trans' means. Just **six per cent** of LGBT pupils in Wales have learnt about where to go for help and advice about being trans.

Of those pupils who learn about LGBT issues at school, most report that teaching about LGBT issues is limited to specific areas of the curriculum. Just **one in five** LGBT pupils (22 per cent) have been taught about or discussed LGBT issues in wider classes, such as English or Geography.

Something should be added into the curriculum. We need people to be educated about safe sex and LGBT rights.

Zena, 18, sixth form college

We need to educate on LGBT issues, I feel a lot of the issues LGBTQ people face are caused by people not understanding us.

Carys, 15, secondary school



CHAPTER 6

SUPPORT FOR LESBIAN, GAY, BI AND TRANS PUPILS

While a growing number of Welsh schools are taking vital steps to support their LGBT pupils, many are not.

Three in five LGBT pupils (62 per cent) say that there isn't an adult at school they can talk to about being LGBT.

Just **one in five** LGBT pupils (18 per cent) say that their school provides information on LGBT topics and relevant signposting to LGBT resources and organisations, and **one in seven** (14 per cent) say that their school tells them where they can access information online about LGBT issues.

Three in ten LGBT pupils (29 per cent) say that their school has an LGBT group for pupils.

A few Year 13s created a LGBT group and it has helped me along with many others boost our confidence and be comfortable in our own skin.

Ceri, 16, sixth form college

One in six LGBT pupils (16 per cent) say that their school stocks books and films with LGBT characters in the school library.

Seven per cent of LGBT pupils say their head teacher has talked openly about LGBT equality, for instance in assemblies, and **12 per cent** say their school has invited speakers in to talk about LGBT equality.

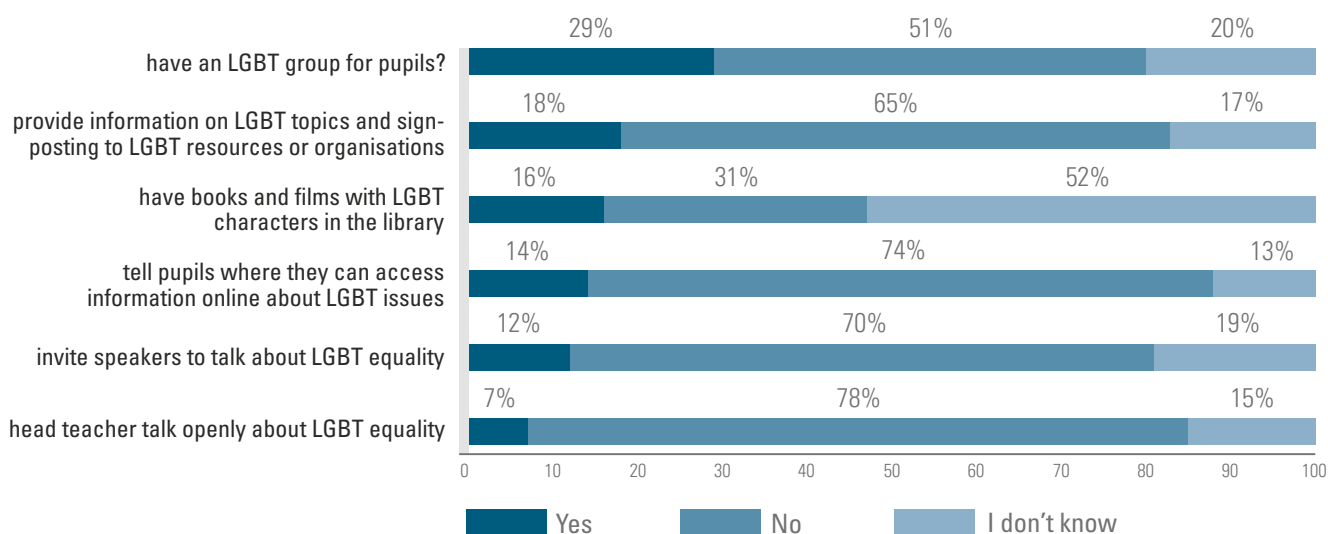
We had an assembly about what school could help you with if you were gay and the next day a girl came out as trans.

Lleucu, 15, secondary school

They made a popular LGBT group, where we meet up once a fortnight and discuss issues. It gives us a community of friends who understand each other.

Emma, 16, secondary school

DOES YOUR SCHOOL...



Three in ten LGBT pupils (30 per cent) know of at least one member of school staff who is openly LGBT.

LGBT pupils are far more likely to know of openly gay or lesbian members of staff than of staff who are openly bi or trans. **One in five** LGBT pupils (19 per cent) know of an openly gay member of staff, and **15 per cent** know of an openly lesbian member of staff, compared to just **three per cent** who know of an openly bi member of staff, and only **three per cent** who know of an openly trans member of staff.

Talking to the school counsellor helped me speak openly about my sexuality when I wasn't very sure about my identity, and that helped me gain the confidence to come out to the first few people.

Amy, 15, secondary school

My new school responds to any problem I have. My old school didn't. I'm happier here.

Gwenllian, 15, secondary school

SPECIFIC SUPPORT FOR TRANS PUPILS

Some Welsh schools are taking crucial steps to ensure their trans pupils are supported to be themselves at school. However, many trans pupils report that this support is lacking, or does not extend into all areas of school life.

Three in five trans pupils (62 per cent) say that staff at their school are not familiar with the term 'trans' and what it means.

Half of trans pupils (50 per cent) do not speak to a member of staff at school about being trans.

One teacher was cool about everything, but my other teacher outed me to my parents without my permission.

Jules, 18, secondary school

I told a teacher that I was trans before I had even told my friends. With exceptional support from other staff in school I told my friends and finally most of my family. All of the staff know I am trans and have been impeccable.

Olly, 18, secondary school

SUPPORTING TRANS PUPILS TO BE THEMSELVES AT SCHOOL

While many trans pupils are supported at school to be known by their preferred name and wear clothing or uniform in line with their gender identity, for many this support doesn't extend to certain areas of school life.

More than half of trans pupils (53 per cent) say that they are not able to use the toilets they feel comfortable in at school.

My new school building has more unisex toilets than gendered ones, and it's great. I don't have to worry about who will confront me or about whether I am safe.

Macs, 16, secondary school

Seven in ten trans pupils (69 per cent) say that they are not able to use the changing rooms they feel comfortable in at school, and a similar number (68 per cent) say they are not able to play for the sports team they feel comfortable in.

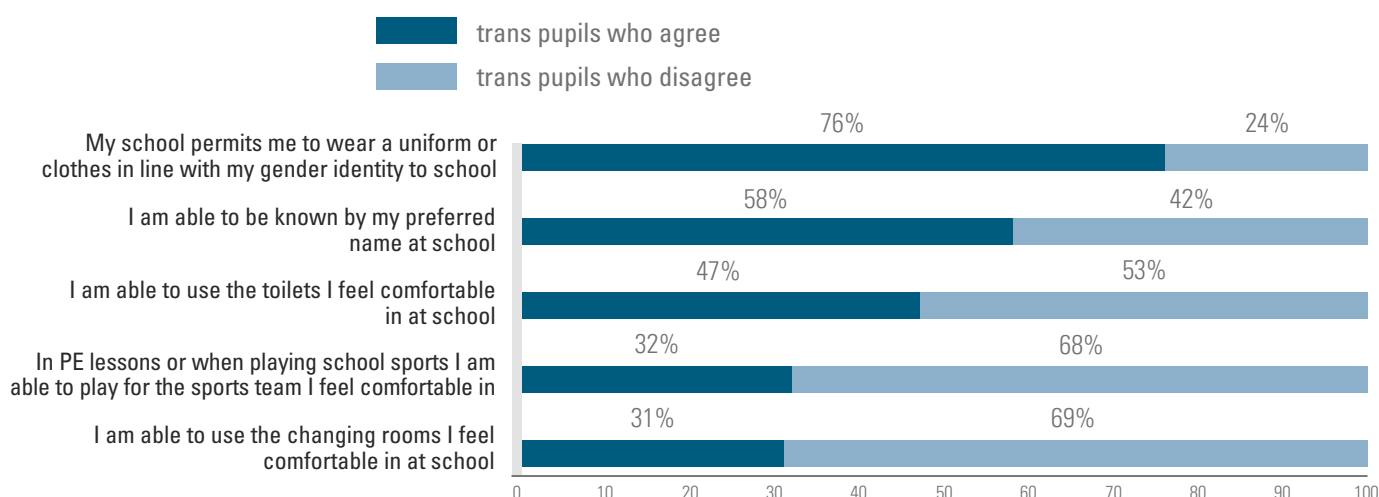
Two in five trans pupils (42 per cent) are not able to be known their preferred name at school.

At high school, I was denied the right of having my name changed despite it being changed by deed poll.

Leigh-Anne, 16, sixth form college

One in four trans pupils (24 per cent) say they cannot wear clothes and uniform in line with their gender identity at school.

SUPPORT FOR TRANS PUPILS





CHAPTER 7

WELLBEING AND MENTAL HEALTH

While a growing number of LGBT young people in Wales enjoy a positive learning environment at school, for many this isn't the case. LGBT young people continue to experience unacceptably high rates of poor mental health, with trans young people being at particular risk.

A PART OF THE SCHOOL COMMUNITY

One in five LGBT pupils (22 per cent) – including **40 per cent** of trans pupils – don't feel safe in their school. **More than two in five** LGBT pupils (43 per cent) – including **68 per cent** of trans pupils – worry about being bullied at school.

Nearly half of LGBT pupils (47 per cent) – including **68 per cent** of trans pupils – don't feel able to be themselves at school.

Two in five LGBT pupils (41 per cent) don't enjoy going to school. **Nearly half** of LGBT pupils (45 per cent) – including **63 per cent** of trans pupils – don't feel part of their school community.

I felt alone throughout school and college.

Matthew, 17, sixth form college

ATTAINMENT, ASPIRATION AND SKIPPING SCHOOL

Many bullied LGBT pupils report that this bullying has had a significant impact on their learning and future plans.

Three in five bullied LGBT pupils (62 per cent) feel that homophobic, biphobic and transphobic bullying has had a negative effect on their plans for future education.

Because of all the bullying, I left school as soon as I could and I have no plans to return to higher education because I'm terrified of being bullied again and I don't think I'll be able to survive it this time.

Kara, 17

More than one in five LGBT pupils overall (23 per cent) have considered changing schools because their school is not a supportive environment for them as an LGBT person, and **eight per cent** of LGBT pupils have gone on to change schools for this reason.

Before, I wanted to stay on for sixth form after finishing my GCSEs but now I plan on going to a college that's around an hour or two away.

Rhiannon, 14, secondary school

Half of bullied LGBT pupils (51 per cent) have skipped school because of bullying about being LGBT.

It impacted my school work because I refused to go to class, and some days I'd tell my parents I was ill so that I wouldn't have to go to school. So I wasn't getting the education I needed.

Abbie, 15, secondary school

More broadly, **three in four** LGBT pupils (73 per cent) have skipped school at some point. **One in ten** LGBT pupils (10 per cent) have been excluded from school.

I was so stressed at the time of GCSEs that I could hardly work and could barely bring myself to attend school. I missed a lot of lessons and practice exams and came close to failing.

Rachel, 18, FE college

MENTAL HEALTH

Rates of poor mental health are alarmingly high among LGBT young people in Wales, with trans young people at particular risk.

School life can sometimes make me feel as if I'm drowning and can't get to the surface of the water.

Seren, 13, secondary school

Three in four trans young people (77 per cent) have deliberately harmed themselves at some point. For lesbian, gay and bi pupils who are not trans, **three in five** (61 per cent) have self-harmed. This compares to NHS estimates that roughly **one in ten** young people in Britain overall have deliberately harmed themselves.

Nine in ten trans young people (92 per cent) have thought about taking their own life. For lesbian, gay and bi pupils who are not trans, **three in four** (74 per cent) have thought about this. This is far higher than for young people in general: Young Minds estimates that one in four young people have had these thoughts.

Two in five trans young people (41 per cent) have at some point attempted to take their own life. For lesbian, gay and bi pupils who are not trans, **one in four** (25 per cent) have tried to take their own life. In comparison, the NHS estimates that in the general population **13 per cent** of girls aged 16-24 and **five per cent** of boys aged 16-24 have made such attempts.

I was bullied which made everything harder. I was so ashamed of my sexuality that I thought about taking my life because I didn't know how to feel normal again and accept it.

Amber, 19, now at university

The bullying I received in school had a direct impact on my mental health and I believe triggered my depression, self-harm and suicidal thoughts.

Jade, 19, now at university



CHAPTER 8

LIFE OUTSIDE OF SCHOOL

While the Internet provides most LGBT young people in Wales with vital opportunities to find support and information about being LGBT, it can also present significant risks.

Many LGBT young people don't have an adult at home they can talk to about being LGBT, and LGBT charities, youth groups and organisations are often vital sources of support.

GOING ONLINE

SUPPORT AND INFORMATION

Many LGBT young people in Wales use the Internet to help them to understand themselves, find positive role models and find information and support.

Nearly all LGBT young people (95 per cent) say the Internet has helped them understand more about their sexual orientation and/or gender identity, and **93 per cent** say the Internet has helped them find advice and support about this.

Anything I have learned about LGBT issues has been through my own reading and through social media.

Rebecca, 18, now in employment

The Internet and social media sites have helped me accept and embrace my sexuality.

Amelia, 16, sixth form college

It took me so long to realise my sexuality because of lack of discussion and education around the issue in schools and mainstream media. The Internet and interacting with other LGBT people helped me realise and accept my sexuality.

Llinos, 18, now at university

Nearly all LGBT young people (94 per cent) say the Internet has helped them find positive role models.

A lot of the role models I have are from online blogs or Instagram accounts. I've heard many of their coming out stories. I see them as big role models and feel as though I can turn to them if I ever need advice, alongside my close friends.

Sian, 13, secondary school

YouTube was my main platform for LGBT things. I watched hundreds of videos, clips and short stories for years before coming out.

Danielle, 16, sixth form college

Nearly all LGBT young people (93 per cent) say they can be themselves online.

HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC ABUSE AND CONTENT

The Internet, however, also presents significant risks for LGBT young people in Wales. **Nearly half** of LGBT young people (46 per cent) have been the target of homophobic, biphobic and transphobic abuse online. In particular, **63 per cent** of trans young people have received this abuse.

Four in five LGBT young people who have been bullied online (79 per cent) did not report the abuse to the website, game or app it happened on.

Even if not directly targeted by homophobic, biphobic and transphobic bullying online, many LGBT young people in Wales witness homophobia, biphobia and transphobia online regularly.

Nearly all LGBT young people (97 per cent) see homophobic, biphobic and transphobic content online, and **more than two in five** (43 per cent) see this content 'often'. This content can take the form of offensive posts, comments, pictures and videos about LGBT people, including in online games.

When they have seen this content, **fewer than half** (46 per cent) reported it to the site, game or app.

Overall, **three in five** LGBT young people (60 per cent) think that online platforms are unlikely to do anything about tackling homophobic, biphobic and transphobic content or incidents when it is reported to them.

RISKY ONLINE BEHAVIOUR

The Internet can also present LGBT young people with opportunities to engage in risky behaviour. Of LGBT young people aged 13 to 19, **two in five** (42 per cent) have met up with someone they met and talked to online. In some cases LGBT young people meet people who are older than them, or do not tell anyone that they are meeting someone.

One in five LGBT under-18s (21 per cent) have used adult dating apps such as Tinder, Grindr and Her.

Half of LGBT young people aged 13 to 19 (49 per cent) have sent or received sexual, naked or semi-naked photos to or from a person they were talking to online.

SUPPORT AT HOME AND IN THE COMMUNITY

Just **two in five** LGBT young people in Wales (42 per cent) have an adult at home they can talk to about being LGBT.

Coming out to myself was very hard as I still don't really accept myself. However I think coming out to my parents would really help that. But it will be very difficult as I don't know their opinions on transgender people.

Carwyn, 13, faith secondary school

I came out to my parents as agender a few years ago and the response was so bad that I can't bring up anything about gender or sexuality again. It made me scared of my dad for a long time, and caused a lot of problems that are still issues. I don't think I will ever trust my parents fully again.

Rowan, 17, sixth form college

I haven't come out to anyone. I'm 17 and bisexual, but my parents are really biphobic and say things like "bisexuals are greedy" when talking about bisexual celebrities.

Megan, 17, secondary school

Charities and local youth services can be a key source of support for young people. **One in six** LGBT young people (15 per cent) have contacted an LGBT organisation for support or information about being LGBT, and the same percentage have attended a local LGBT youth service, such as an LGBT youth group.

It's very lonely, not knowing any other gay people. I thought I'd at least have a gay friend when I went to college. It feels like everyone is experiencing life and enjoying themselves, whilst I don't have anyone I can closely relate to.

Matthew, 17, sixth form college

I've come out to all of my Scouting friends but not my family. I know that Scouting is a safe environment and I'll be supported.

Michael, 19, now at university

Trans young people are particularly likely to seek such support: **nearly two in five** trans young people (37 per cent) have contacted a trans organisation or attended a trans youth group for support or information about being trans.

ROLE MODELS, ALLIES AND ASPIRATIONS

Openly LGBT role models and allies at home, at school, in the local community or in the public eye play a crucial role in supporting many LGBT young people to be themselves.

My role model is Olly Alexander from the band Years & Years. He has helped a lot with accepting myself and not feeling ashamed of my sexuality as he has spoken about LGBT issues a lot.

Ffion, 15, secondary school

The role models I have are usually characters from television shows. They helped me come to terms with who I was, as I started to become more comfortable with female/female relationships.

Nadia, 18, secondary school

My friends are my role models. They are strong, caring and believe in me. Their faith in me gives me the strength to carry on.

Carys, 15, secondary school

Looking ahead, LGBT young people shared their hopes and aspirations for the future.

I hope to be able to inspire other people to be open and understanding, to be a role model and source of hope for others whom struggle with their feelings and identity.

Jack, 19, now in employment

I hope to live in a world where sexual orientation is unimportant, and one isn't judged for whom one is attracted to. Above all I want people of all kinds to love and respect each other.

Marc, 18, sixth form college





RECOMMENDATIONS: SCHOOLS, COLLEGES AND TEACHERS

1. GET THE BASICS RIGHT

Schools and colleges should have clear and widely promoted policies and procedures on preventing and tackling homophobic, biphobic and transphobic bullying and language, including online abuse. All incidents of homophobic, biphobic and transphobic bullying should be taken seriously and quickly acted upon.

2. SHOW CLEAR LEADERSHIP

Head teachers and senior management should send out a strong message to all students and staff that homophobic, biphobic and transphobic bullying and language is not acceptable. They should also be clear on creating an inclusive learning environment for all young people.

3. CREATE AN INCLUSIVE CURRICULUM

Schools should ensure that LGBT people and experiences are reflected across the curriculum, to celebrate difference and make the diversity of LGBT people visible. They should ensure that sex and relationships education (SRE) takes the needs and experiences of LGBT people into account, including in discussions around online safety. This work can and should begin before the new curriculum is introduced.

4. EQUIP YOUR STAFF

Creating an inclusive environment and tackling homophobia, biphobia and transphobia should be seen as the responsibility of every member of staff. All teaching and non-teaching staff should be trained on tackling homophobic, biphobic and transphobic bullying and language. Teaching staff should also be trained on online safety, supporting LGBT young people and young people's mental health and wellbeing.

5. CELEBRATE DIFFERENCE

Ensure that every part of your school or college can celebrate difference and create an inclusive environment for all young people. Schools and colleges should profile diverse LGBT role models by welcoming external speakers and by creating an environment where LGBT teachers can be open about their identity.

6. PROVIDE INFORMATION AND SUPPORT

Schools and colleges should provide information on LGBT topics and signposting to online resources and LGBT organisations, including local LGBT youth groups, to all young people. They should stock resources and books including LGBT characters and issues in the library, and provide information and signposting to parents and carers of LGBT young people. The **Stonewall Cymru Information Service** can inform you about what opportunities exist for LGBT young people locally.



7. PROVIDE SPECIFIC SUPPORT FOR TRANS YOUNG PEOPLE

Explicit references to supporting trans young people should be included in all relevant policies, which are understood by all members of staff. Staff should work together with each trans young person to ask them what would make them feel comfortable and discuss levels of confidentiality, and ensure they have access to uniforms, activities and facilities they feel most comfortable in. Clear signposting should be given to resources and local support.

8. PROTECT HEALTH AND WELLBEING

Schools and colleges should have a plan in place to support the health and wellbeing needs of LGBT young people. Guidance, pastoral and support staff should be trained to support the specific health and wellbeing needs of LGBT young people, and where possible, all teachers should be trained on mental health first aid. Schools and colleges should make it clear to all young people that they can talk to pastoral staff about issues related to their gender identity and sexual orientation, and should let them know what support and counselling is available to them.

9. INVOLVE LGBT YOUNG PEOPLE

Plans to tackle bullying and support LGBT young people should be drawn up in consultation with LGBT young people, and schools should create opportunities for LGBT young people to talk to staff about their experiences and the support they require. LGBT young people and allies to the LGBT community should be supported to set up their own LGBT and equality groups. Staff should avoid making assumptions about who is LGBT, and should support a young person to use the words of their choice to describe their sexual orientation and gender identity.

10. WORK WITH PARENTS, CARERS AND LOCAL ORGANISATIONS

Schools and colleges should talk to parents and carers about their work to combat homophobic, biphobic and transphobic bullying and support LGBT young people, and answer any questions they might have. Schools and colleges should work collaboratively with local authorities, schools, LGBT youth groups, youth services including child and adolescent mental health services (CAMHS) and other organisations to share best practice and support their work to support LGBT young people and tackle bullying.



RECOMMENDATIONS: KEY PARTNERS

THE DEPARTMENT FOR EDUCATION AND SKILLS SHOULD:

- Make LGBT-inclusive sex and relationships education (SRE) a mandatory part of the Health and Well-being Area of Learning and Experience in the new curriculum. All schools should be required to teach about LGBT issues in an age-appropriate way, and should be supported by high-quality, inclusive resources and training for teachers
 - In secondary schools this should include covering issues facing LGBT young people in relation to topics such as healthy relationships, safe sex, consent, abuse and online safety
 - In primary schools, this should include talking about different types of families and tackling gender stereotypes
- Develop practical guidance on supporting trans pupils at primary and secondary school
- Continue to make tackling homophobic, biphobic and transphobic bullying a priority in all primary and secondary schools by:
 - Updating the 'Respecting Others' anti-bullying guidance, ensuring that new guidance is produced on tackling homophobic, biphobic and transphobic bullying
 - Requiring all initial teacher training providers to provide training on teaching positively about LGBT issues, supporting LGBT pupils and tackling homophobic, biphobic and transphobic bullying
 - Working with teacher training providers to develop training and CPD which helps teachers support LGBT pupils and tackle bullying
 - Working through the proposed National Academy for Educational Leadership, support senior leaders and future leaders to champion LGBT equality through targeted development programmes, and address the barriers that can prevent LGBT staff from advancing to senior leadership

ESTYN SHOULD:

- Deliver initial and ongoing training to all inspectors on how to assess a school's efforts to support lesbian, gay, bi and trans pupils and their effectiveness in combatting homophobic, biphobic and transphobic bullying and language
- Inspect all schools' sex and relationships education as part of their review for aligning to the new curriculum
- Continue to ensure that a school's effectiveness in combatting homophobic, biphobic and transphobic bullying and creating a safe learning environment for all young people is part of the inspection framework and that this is clearly communicated to all schools
- Ensure that delivering high-quality, inclusive SRE forms a key part of the assessment of the personal development aspect of the Common Inspection Framework. Make this explicit in inspection guidance and through inspector training
- Be more explicit in challenging poor performance, as well as highlighting good practice. Identify exactly what would count as an inadequate approach to tackling homophobic, biphobic and transphobic bullying and supporting LGBT young people
- When inspecting initial teacher training providers, ensure that training prepares new teachers to combat homophobic, biphobic and transphobic bullying and to support LGBT pupils

LOCAL AUTHORITIES AND REGIONAL EDUCATION CONSORTIA SHOULD:

- Work together to ensure that improving the experiences of LGBT young people is a core component of the work of school improvement across Wales by:
 - Providing training for all teachers, school staff and governors on tackling homophobic, biphobic and transphobic bullying and supporting LGBT pupils
 - Facilitating learning between schools on issues relating to LGBT inclusion through sharing high quality resources and examples of best practice and through encouraging joint-working

LOCAL AUTHORITIES SHOULD:

- Make sure that their schools, education and youth settings are explicitly aware of the importance of tackling homophobic, biphobic and transphobic bullying and language by:
 - Ensuring they make a clear written commitment to doing this in their policies
 - Providing guidance on recording and monitoring all incidents of this bullying to determine the extent of the problem and measure progress
 - Provide training and resources to all local authority staff who work directly with children and young people on supporting LGBT young people and tackling bullying
 - Identify good practice schools and facilitate opportunities for partnership working between schools, LGBT youth groups, private, public and third sector organisations on supporting LGBT young people
 - Recognise that mental health support, specifically for LGBT young people, is a priority and improve access to high-quality provision. Encourage joint working between local CAMHS, primary care services, LGBT youth groups and schools

INITIAL TEACHER TRAINING PROVIDERS SHOULD:

- Ensure that all teachers are fully trained on teaching positively about LGBT issues, supporting LGBT pupils and tackling homophobic, biphobic and transphobic bullying
- Work with other teacher training providers to share best practice and develop training and CPD support which helps teachers better tackle bullying and support LGBT pupils
- Increase the diversity of the teaching and leadership workforce by taking proactive steps to recruit lesbian, gay, bisexual and trans applicants, and by working to remove the barriers to these staff members progressing to leadership positions.



THE DEPARTMENT FOR HEALTH AND SOCIAL SERVICES SHOULD:

- Recognise that mental health support, specifically for LGBT young people, is a priority and improve the access to and quality of mental health service provision for LGBT young people in Wales
- Train CAMHS practitioners and school nurses on the specific wellbeing needs of LGBT young people
- Ensure that NHS Wales and Public Health Wales record and monitor data on the health and wellbeing of LGBT young people, and use this data to identify and promote targeted services
- Working with the Department for Education and Skills, encourage greater partnership working between education institutions and local CAMHS, including by working with local LGBT youth groups

FOR YOUNG PEOPLE AND PARENTS:

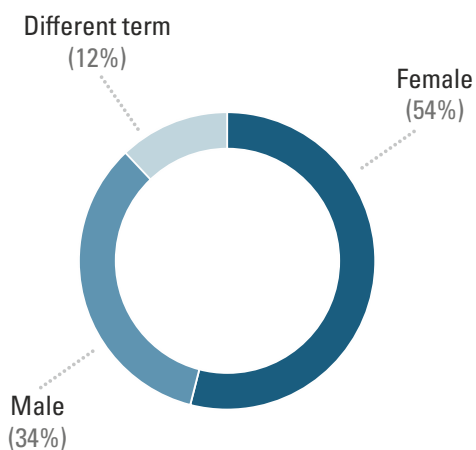
This report is aimed at schools, local councils and policy makers such as the Welsh Government. However, if you're a young person or a parent, you can use it as a tool to help create more inclusive schools. Use it to ask your school, or your child's school, what they're doing to ensure that teachers are properly trained on LGBT issues, and how they're supporting LGBT young people.

METHODOLOGY

Between November 2016 and February 2017, 267 LGBT young people aged 11-19 from across Wales completed an online questionnaire asking about their experiences at school, online and at home.

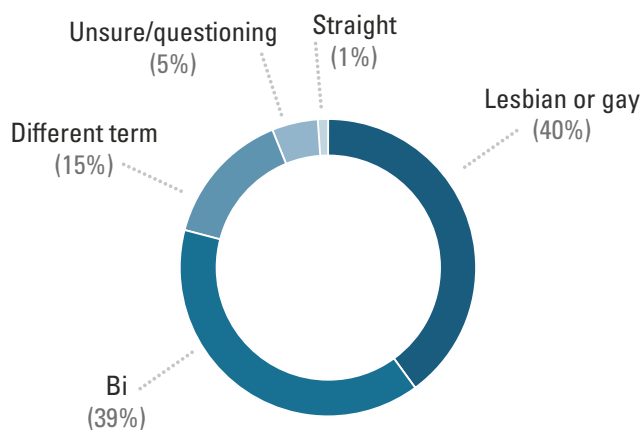
THE SAMPLE

GENDER



Different terms that respondents used to describe their gender identity included 'non-binary', 'genderfluid' and 'genderqueer'. Pupils who used a different term to describe their gender identity are referred to as *non-binary pupils* throughout the report.

SEXUAL ORIENTATION



Different terms that respondents used to describe their sexual orientation include 'pansexual' and 'queer'.

Fifteen per cent of respondents (40 pupils) said that they are trans and a further nine per cent (24 pupils) said that they are unsure of whether they are trans or are questioning their gender identity.

All differences reported in the survey are statistically significant. All names in quotes have been changed for anonymity.

SUPPORT AND RESOURCES

STONEWALL CYMRU PROGRAMMES

Stonewall Cymru's School Champions programme is a network of primary and secondary schools across the country working together and with Stonewall Cymru to tackle homophobic, biphobic and transphobic bullying. Schools can join by attending a Stonewall Cymru Train the Trainer course, which gives school staff the knowledge, tools and confidence to train their colleagues on tackling homophobic, biphobic and transphobic bullying and creating an inclusive learning environment for all young people. **For more information** visit www.stonewallcymru.org.uk/stonewall-cymru-teacher-training or email cymru@stonewall.cymru

Stonewall Cymru's Education Champions programme provides tailored support to local authorities in their work to prevent and tackle homophobic, biphobic and transphobic bullying in their schools and inclusive learning environments for all young people. **For more information** visit www.stonewallcymru.org.uk/get-involved/get-involved-education/local-authorities or email cymru@stonewall.cymru

Stonewall Young Campaigners programme is a free five-month programme open to all UK-based 16 to 21 year olds, kindly supported by Lloyds Banking Group. The programme provides young people with the training and support needed for them to start campaigning in schools, colleges, universities and communities to tackle discrimination against LGBT people. **For more information** visit www.youngstonewall.org.uk

STONEWALL CYMRU RESOURCES

Stonewall Cymru has a wide range of resources to help schools address homophobic, biphobic and transphobic bullying, support LGBT young people and celebrate difference. Find these online at www.stonewallcymru.org.uk/our-work/publications-cymru

GET IN TOUCH WITH STONEWALL CYMRU

Stonewall Cymru

cymru@stonewall.cymru

029 2023 7744

www.stonewall.cymru

www.facebook.com/stonewallcymru

 [@StonewallCymru](https://twitter.com/StonewallCymru)

SCHOOL REPORT CYMRU

The experiences of
lesbian, gay, bi and trans
young people in Wales'
schools in 2017

**I was bullied in college for being trans
and they did nothing. I was bullied for
my clothing and they laughed with them.**
Morgan, 17, FE college

**Because I'd never had the opportunity to
discuss anything LGBT-related at school,
I repressed my identity for a long time.
I thought it was unnatural and something
that was looked down on.**
Grace, 19, now at university

**I was in a maths lesson and the boy
behind me wouldn't stop throwing
paper and pens at my head and
calling me a lesbian. The teacher
did nothing.**
Anna, 13, faith secondary school

Stonewall Cymru

Address:

Transport House
Cathedral Road
Cardiff CF11 9SB

Website: www.stonewall.cymru

Telephone: 029 2023 7744

Email: cymru@stonewall.cymru

 @StonewallCymru

Stonewall Cymru is a registered charity, number 1101255

Photographs: students and teachers of
Woodcote High School, a Stonewall School
Champion, who kindly volunteered.

Translation: Nico

Design: www.createpod.com

 **Stonewall**
Cymru