

LGBT+ School Groups

**A guide to setting up an LGBT+/Straight Alliance group
in an educational setting**



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Lesbian, gay, bisexual and trans+ people in the South West

Registered charity 1171878

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What is an LGBT+/Straight Alliance group?

- Also known as a Gay-Straight Alliance, it is a student and/or staff-run club (typically in secondary schools and colleges) which provides a safe place for students to meet others like them, socialise, support each other, and discuss issues related to sexual orientation and gender identity/expression.
- At the group, students should feel able to communicate their ideas and concerns to others and seek support from LGBT+ aware and supportive staff members.
- If felt to be necessary, the group should also aim to minimise and eliminate homophobia, biphobia and transphobia in the learning environment.
- It is often (but not always) facilitated by a staff member or an external resource (e.g. a school counsellor or an LGBT+ worker).
- The number of groups and young LGBT+ people attending them are both rapidly growing, highlighting the importance of and demand for such support systems.



Why is such a group needed?

The Intercom Trust has been supporting LGBT+ young people across the South West since 1997. They have identified several key issues from the 11-18 age range which an LGBT+ school group could help to resolve.

Rural Isolation

There are very few (if any) LGBT+ youth groups in rural areas. They are often inaccessible, difficult to reach and rarely run on weekends. This makes them almost impossible to access, especially if the young person is not 'out' to parents and is reliant on them for lifts.

Social Isolation

As a result, LGBT+ young people experience **high levels of isolation**, even within their school context. This leads to feelings of alienation and a vulnerability to discriminatory behaviour:

- *1/3 of respondents who were in education in 2016-2017 said that they experienced a negative reaction during that time due to them being, or people perceiving them to be, LGBT+ (including harassment, exclusion etc.)”*

- *The UK LGBT Report, 2018 (via: www.gov.uk)*

- *“55% of lesbian, gay and bisexual young people have experienced homophobic bullying at school (The School Report).*

- *75% of trans young people have experienced name-calling and 28% have experienced physical abuse at school.”*

- *Metro Youth Chances (via: www.metrocharity.org.uk)*

Mental Health and Wellbeing

These experiences can have serious impacts on mental health that can ultimately affect a young person’s overall quality of life:

- *“Lesbian, gay, bisexual and trans (LGBT+) young people are **more likely to self-harm or to attempt suicide than other young people:***

- *More than **50%** have deliberately harmed themselves*
- *Nearly **25%** lesbian, gay and bisexual young people and more than **25%** of trans young people **have tried to take their own life at some point***

- ***However**, when schools provide the right support, LGBT+ youth are much more likely to be safe, happy and able to fulfil their true potential. “*

- *Stonewall (via: www.stonewall.org.uk)*

How can an LGBT+ Straight Alliance Group help?

Facilitating an alliance group helps to remove these isolation barriers for LGBT+ young people and creates a more inclusive, accepting school environment. Young people are more likely to feel safe, happy and able to fulfil their potential if they:

- **Feel they are able to be themselves; that they are accepted, respected and valued for who they are**
- **Feel included as part of the school community**
- **Feel that their voices are heard and considered by staff**
- **Have access to appropriate resources and information relevant to them**
- **Feel they have knowledge about how to access support services and who to go to for discussing their concerns**



Wider impact on the school

As reported in many schools, the very presence of a LGBT+ group benefits not only its members, but also LGBT+ students who may never attend a session (Fetner & Elafros, 2015). This is because having a LGBT+ group signifies to the wider school community that the school accepts and respects this vulnerable minority group; it contributes to an **inclusive school identity**. Increased acceptance and understanding may then reflect in the behaviour of the student body in a way that improves the quality of LGBT+ students' school experiences. For example, many studies show that LGBT+ group presence is strongly related to reduced LGBT+ related victimisation and increased feelings of safety (Marx & Kettrey, 2016). Furthermore, the benefits of an inclusive school environment extend to other vulnerable children (BAME, SEND, disabilities etc.) within the school. These are all desirable goals that are in the interest of both educational staff and pupils to be actualised via the establishment of a LGBT+ support group.

What impact can a LGBT+/Straight Alliance group have?

A LGBT+/Straight Alliance group can:

- Provide a much needed safe space for students to express themselves and explore their emerging identity with peers, helping to form and strengthen interpersonal and familial relationships.
- Help to empower youth by building their confidence in their identities and ability to explore this freely.
- Provide significant benefits for young LGBT+ people's self-esteem and sense of identity (McCormick, Schmidt & Clifton, 2014).
- Reduce the risk of young people engaging with inappropriate adult social environments.
- Reduce the isolation that LGBT+ students might otherwise experience (particularly in rural communities, where access to community-provided groups is limited or costly or where a young person may be reliant on non-accepting adults to facilitate access).
- Offer students who have LGBT+ parents or siblings, who might be questioning, who are not yet out, or who are simply supportive 'allies' the opportunity to attend sessions in order to seek support and/or education.

The Law

The law is clear that schools **must** meet the needs of young people with diverse sexual orientations, (i.e. lesbian, gay, bisexual, pansexual, asexual) and the needs of young people with gender diversity (transgender, gender-fluid, non-binary etc.) to tackle homophobic, bi-phobic and transphobic bullying.



EQUALITY ACT 2010

The public sector Equality Duty requires all schools in England, Scotland and Wales (including academies and Free Schools) to:

- Eliminate discrimination, including discrimination **on the grounds of sexual orientation** and **gender reassignment**
- Advance equality of opportunity
- Foster good relations between different groups of students

OFSTED

The Ofsted framework directs inspectors to look at a school's efforts to:

- Tackle homophobic, bi-phobic and transphobic bullying
- Support the needs of distinct groups of students, such as lesbian, gay, bisexual and trans students, as well as those with lesbian, gay, bisexual and trans parents/carers

Three typical functions of a LGBT+/Straight Alliance group:

Support, Social and Activism

1. SUPPORT

Many LGBT+/Straight Alliance groups function as a support group to provide safety and confidentiality to students who identify as gay, lesbian, bisexual, transgender, or questioning, as well as for those who may be experiencing harassment in their school or home environment because of their actual or perceived sexual orientation or gender identity/expression.

2. SOCIAL

A LGBT+/Straight Ally group can, where other local resources are limited or difficult to access, provide a sense of community and a space for LGBT+ and straight ally young people to build a social network where their identity is respected.

3. ACTIVISM

A LGBT+/Straight Ally group can work on educating themselves and the broader school community about sexual orientation and gender identity issues. They may invite external speakers to cover particular related topics (i.e. LGBT+ history month, educational workshops, panels, and pride celebrations) to not only their group, but to the whole school.

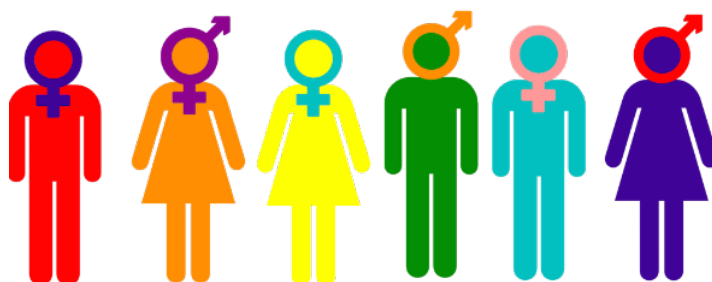


We want to establish a group – what next?

Planning and Implementation:

Establish a LGBT+/Straight Ally group the same way you would establish any other group or club:

1. Identify a 'champion' – speak to a school counsellor, pastoral worker or lead about arranging a meeting with your principal.
2. You or your staff lead/champion can liaise with:
 - Local LGBT+ organisations for support
 - Other schools who have set one up to arrange the sharing of information and learn about what might be most effective for you.
3. Agree on the basic format and structure of your group, including who will facilitate it (while also being mindful of the needs of the students e.g. avoiding a highly 'structured' approach if this is not deemed appropriate).
4. Get feedback from groups in other schools or communities (if possible).
5. Discuss the logistics of establishing a group within your school – consider:
 - Appropriate locations
 - Times
 - Ground rules
 - Involvement of any supportive, willing staff members (if applicable to the structure of your group)
6. Agree on locations and timings (considering safeguarding concerns, you may want to find a meeting place initially that offers some level of privacy or confidentiality).
7. Advertise your inaugural meeting. Determine the best way to advertise this at your school (e.g. combining school bulletin and noticeboard announcements, flyers, and word-of-mouth etc.)
8. Advertising using incentives, such as the provision of food at the meeting, may encourage people to attend.
9. If your flyers are defaced or torn down, do not be discouraged; keep putting them back up and address this as a whole-school issue (there could be a homo- bi- trans- phobic motive behind this).
10. Advertising for your group using terms such as "LGBT+" or "end homophobia" can be an important aspect of educating the school and can actually make other LGBT+ students feel safer (even if they never attend a single meeting).
11. Ensure your flyers get the message across that it is safe, fun, and there is no pressure to 'come out' just because you attend the group. Make it clear that straight friends/allies are welcome to attend.



Your First Meeting:

You may not achieve all of the following at your first meeting, but it may provide you with initial ideas for what to do:



- You may want to begin with a discussion about why people feel that having this group is important.
- Many groups have ground rules (see appendix) in order to ensure that group discussions are safe, confidential, and respectful. This may:
 - Emphasise that no assumptions or labels are to be used about a group member's sexual orientation or gender identity.
 - Help make straight allies feel comfortable about attending the club.
- Decide how often you want to meet up.
- Decide what you want your group to be called.
- Think about what you want to achieve in your sessions (maybe, and likely, it may just be being social).
- If your group chooses to be more than a social group, consider how to manage group meetings. For example:
 - Who will chair?
 - How will you ensure all voices are heard?
 - How to decide on things (e.g. voting?)
- Develop an action plan with goals (e.g. future social events like attending Pride; projects such as a social exchange with another school group). We have put some more ideas in the 'Group Topics' section.

Encouraging Attendance:

It may be difficult to work out ways in which to advertise considerably, but remaining visible is important to all LGBT+ students (members and non-group members) and the wider school community. The following suggestions may be useful for this:

- Put an announcement in the daily bulletin or assembly.
- Make flyers/posters about specific meetings, topics, or events – post these around campus.
- Providing food can encourage attendance (perhaps bring and share?)
- Advertise at open days (e.g. have a table and pass out ribbons/stickers with the name of your group).

- Set up an info table at lunch or special event in a visible place.
- Participate in school pride/diversity week at your school.
- Ask teachers to permanently post your group's general flyer in their classroom.
- Get an article about your group in the school paper.
- Hold regular "bring-a-friend day" at your meetings to encourage participation.
- Have an open meeting where you show a movie or have a speaker or invite teachers and staff to meetings.
- Make presentations about your group at other club or group meetings; invite these groups to make presentations at your meeting.
- Put together a panel of speakers for a conference or similar event.
- Set up a time to speak to teachers at staff meetings or help conduct an in-service/teacher training.
- Create a display in your library (i.e. for LGBT+ History Month) or display case in a hallway.
- Tell others about your group to spread the word.
- Take notes at meetings and then send them out to members; people are more likely to come back if they stay updated on what's going on.
- Make business cards with location, time, and dates of your meetings - pass them around or just drop them in random places wherever you go.
- Go out of your way to be welcoming to new people (e.g. you could have a 'welcomer' rotating role in the group).

This should all contribute towards raising awareness and increasing visibility for LGBT+ people. This is incredibly important as it encourages acceptance and normalisation of LGBT+ identities (McCormick, Schmidt & Clifton, 2014).

Continued Running of the Group:

The ideas given so far in this guide should provide you with a starting point and how to approach the establishment of the group.

The way the group is run is something that is decided by the students and/or staff involved as it develops from its initial stages. Asking members and staff for feedback and relaying any concerns to staff should ensure its smooth running. Maintaining the established regularity and structure of the sessions will be of great importance to the wellbeing of otherwise isolated youth.

If you do encounter any issues during the whole process, you can refer to the troubleshooting section on page 13 of this document for additional ideas.



The Role of LGBT+ Staff

LGBT+ staff can be extremely important to LGBT+ and straight pupils. They can act as role models and help exemplify that LGBT+ people can be included in the community and be successful in life.

- *Openly lesbian, gay, bisexual and trans staff can be important role models for lesbian, gay, bisexual and trans students, and are a good indicator of an inclusive environment.*
- *LGBT+ staff are sometimes unsure how much they're allowed to share about their personal life or identity in school, but the same rules should apply to all staff (for instance, if a straight teacher is open about their relationship status, LGBT+ teachers should be able to be as well).*
- *A trans member of staff ought to be able to talk openly about their experience growing up as trans, just as a non-trans member of staff might talk about their experiences growing up.*
- *However, no member of staff should feel under pressure to share information they'd rather not, and young people should be aware of what is inappropriate to ask staff, regardless of their sexual orientation*

- Stonewall (via: www.stonewall.org.uk)

Intercom Trust Client Feedback:

"I'm moving from secondary school to a senior school. I was really anxious, but when I heard they had an LGBT+ group at the senior school, it made the move feel so much safer, and I won't be the only one [with gender diversity]"



- **A secondary school student**



- *A young person questioning sexual orientation; age 13;*

"It would be good to meet with others of my age to talk about how to respond to negative comments and how to come out to my mum"

"It's been great to have an all-years group as I've gained confidence as I've matured and can share support ideas with the younger students, which helps me feel like I'm offering something back too."



- *A Year 11 student in an 'open to all years' group*



- *A Year 9 gender diverse student exploring their sexual orientation*

"It's like a second home to me. It's a safe space in which I can escape from mean comments and be with my LGBT+ friends. You know you won't be judged in there."

One School's Experience: A Case Study

In 2015, **Okehampton College** set up a group.

- Their experience came about as the logical extension to some earlier work – it was suggested by a student but was already under discussion by staff as they had already been working on various initiatives (including tackling homophobic language, awareness training for staff, and dedicated assemblies for all).
- Intercom Trust began to deliver many one-to-one support sessions to individual isolated students and it was as a result of this that the idea for the alliance group came about. A survey on attitudes to homophobic bullying showed that there was still lots of work to be done.

- They adopted a dual approach: advertising the Intercom sessions whilst setting up the alliance group.
- The initial idea was to invite 'known' students, but upon deciding to produce posters, they were surprised by the number of attendees - the response was highly positive and the turnout was greater than expected. Over 20 students turned up to the first group meeting.
- The students designed a badge which is a rainbow version of the school logo. They distribute this badge to all pupils at key events so everyone in the school has the opportunity to show solidarity. The badges are very popular!

Initially the students involved were mainly from Years 10 and 11, with some Year 9s. Attendance ranges from 10-28 pupils in number. There have been some straight supportive allies (mainly from the LGBT+ pupils' friendship groups). The pupils initially named the group themselves 'Alphabet Soup', later this was changed to 'Pride Alliance'. The group is still running strong and changes each year as Year 11 pupils move on and new pupils start attending. There are now many Year 7 and 8 pupils who attend regularly. Different activities are planned, for example watching and discussing short films, display boards for LGBT+ History month (with a year-round dedicated LGBT+ display space), visits to LGBT+ groups at other schools, assemblies, bake sales and so on. However, the space operates mainly as a social space, one where LGBT+ pupils and their friends feel comfortable to be themselves. Intercom Trust still offers one-to-one support as needed.

"It has encouraged other students to be more open about their sexuality/gender and hopefully helped LGBT+ students to feel that staff are supportive of them. Two students came out to me [the project lead] in one week as a result of completing the



*School staff
project lead*



survey

"Initially at the meetings, they were very excited as for the first time they are openly meeting other LGBT+ students. This has meant that although lots of good ideas were suggested, not that much was practically achieved in the first sessions. They would like to do a drop in, assemblies etc. The project lead is also looking to utilise the personal experiences gained for staff

School staff
project lead

To consider safeguarding concerns, they had a closed venue for the first meeting where people attending knew by invite only. It has now become more open. Some students wished to do an assembly – the staff argued that experiences should be anonymised as may lead to some students being targeted.

In terms of retaining SLT support, the sessions have been run by a project lead and the Assistant Principal. They discussed the possibility of parental complaints and how to manage those appropriately.

Intercom note: for advice on these issues, refer to the troubleshooting section in this document and the relevant Ofsted requirements.

“The school now has a LGBT+ group and I think that this has helped bring the school together because it is bringing together people who want to be involved with the LGBT+ community. It helps to raise awareness of the impacts of bullying on the students that are part of this community. In my opinion, the group has helped and continues to help people who are LGBT+ throughout the school”



- **A LGBT+ student
at Okehampton
College**

Although initially it was thought they would be a more activism-centred group, it is clear that the social element is serving an incredibly important tool for reducing isolation (which is particularly important for students in rural areas) and creating an accepting atmosphere.

The Intercom's case study experiences include statements from LGBT+ students highlighting that when considering the step from Year 6 to Year 7, they would feel safer and less anxious if there were an established group such as this in place. This is particularly the case for young gender diverse students who may be choosing this educational transition as the point at which they socially transition to their internally experienced gender.

It is evident that the young people have been excited to engage with the group and it has helped to make the learning environment feel safer for these students. For those who may not have such an inclusive, accepting space at home or elsewhere in the school, a group such as this proves to be a vital aspect of academic life for many LGBT+ pupils.



Troubleshooting:

Problems may arise out of the process of making a LGBT+ group in your school. However, do not allow these discourage staff from proceeding with its establishment and maintenance. This section will aim to help you resolve some common issues you may encounter with recommended approaches seeking to benefit everyone involved.



1. Addressing Concerns:

Although safeguarding policies may be in place to account for the safety and confidentiality of the students, sadly addressing concerns still becomes a significant factor that many schools need to consider when establishing an active, operational LGBT+ group. This may

create uncertainty and hesitation and/or delay in implementing measures to create an inclusive environment for LGBT+ pupils. (often out of a fear of criticism)

The following issues are addressed and approaches are suggested for different concerns your school may encounter:

Parental concerns:

Issue:

- Parents may realise that their child is involved with an LGBT+ group, and approach the school with opposition and disapproval about supporting their identity
- Parents may have their own prejudices about certain groups; this can translate into their attitudes against their own children and/or their children's peers
- This anxiety often arises from a place of parental concern for their children's safety and wellbeing, as well as from the grounds of personal belief (e.g. religion)

Recommended approach:

- To address parental concerns from an understanding, yet educational perspective to reduce anxieties by:
 - Informing parents that this support is essential for many vulnerable and potentially isolated pupils within their school context.
 - Offering a safe space and school culture for these isolated students, helps reduce their stress and anxiety, leaving them more able to receive education
 - Emphasising that schools must prioritise and consider the importance of upholding equality laws (in this case, by working to meet the needs of LGBT+ people and eliminating discrimination)
 - Offering to arrange a meeting with the pupil and/or their family to address these concerns and discuss the implementation of any supportive measures internally or externally resourced
 - Recognising that this group is open to all pupils and that straight, cis gendered people are welcome too.
- It is also important to remember that the confidentiality of pupils should be respected and not shared with other parents when dealing with any concerns. Confirming any particular student attends a group is not advisable until you have ascertained that it is safe at home for the student to do so.

Staff concerns:

Issue:

- Certain staff members, similarly to parents/carers, may express some degree of disapproval of a LGBT+ group being established within their workplace.

- This may arise from personal experiences, values or a lack of understanding and can have implications on the academic experience of LGBT+ students if their views are overtly expressed (for example, in the classroom and during lessons).
- Section 28 legislation and the left over 'you can't talk about this' message it gave, is still in the memory of people who are now likely to be working in educational settings

Recommended approach:

- Providing appropriate training and having a clear policy (Equality and Diversity Policy) for the school to address issues that are most commonly raised., and to help staff understand the impact the now defunct section 28 legislation has had on LGBT+ people
- Addressing social, moral, spiritual and cultural considerations, as well as legal, financial and confidentiality issues can help to reduce anxieties surrounding the operation of an LGBT+ group.
- Arranging one or a series of regular staff meetings reviewing these policies and discussing these concerns may be recommended.
- Meetings can also remind staff of the importance of adhering to equality laws and confidentiality policies to protect pupils.

Student concerns:

Issue:

- Having an LGBT+ group may encourage pupils to approach staff members with concerns.
- These concerns may range from identity issues, social life, home environment to suggestions for the school's conduct towards LGBT+ people.

Recommended approach:

- Their ideas and problems should be valued, heard, and taken into account by the school in a way that can accommodate for their needs (e.g. if the student suggests improvements to LGBT+ conduct in the school system, these should be discussed with the student and taken seriously).
- If they approach an older student within the group or school, it is recommended to redirect them to an appropriate member of staff who can follow the relevant safeguarding protocol.
- Depending on the severity of their issues, it may be desirable to redirect the student to safeguarding staff or counselling services (either internal or external and with the consent of parents, if appropriate).

2. Issues within the group:

- As with any group or club, problems within the group dynamic may arise that causes some degree of conflict or tension between group members.

Recommended approach:

- It is important to address these issues sooner rather than later to help the group to remain a safe space for people who rely on it.
- A facilitated session on group dynamics may be helpful

Student-run groups:

- If the group is primarily student run, it may be useful to consider implementing a member of staff to act as a mediator and help encourage positive discussion to resolve these issues.

Staff-monitored groups:

- The presence of a staff member may deter some more overt issues (e.g. arguments) but fail to account for subtler ones occurring outside of the group context
- Any problems reported to staff should be considered for discussion within the group to reach a resolution
- If an issue is LGBT-specific, serious, or beyond the knowledge of the staff member, consulting senior safeguarding staff members for advice is recommended. As always, staff should follow the schools' safeguarding procedure if necessary.

3. Negative response from peers

- Introducing a group for a minority such as this will impact in the wider school community in different, sometimes unpredictable ways.
- Although you will be met with support from many, you may have to anticipate opposition from some that needs to be dealt with effectively.

Increase in hate behaviour:

- You may notice more cases of discriminatory behaviour (either reported or unreported) from peers following the initial establishment of your group and the increased visibility of LGBT+ support within your school.
- This may cause a decrease in participation from LGBT+/ally students due to fear of exposure to bullies and bullying behaviour
- **Recommended approach:**

- These incidents should be taken seriously and managed using robust anti-bullying protocols (safeguarding staff should be consulted if any uncertainties arise about the correct approach throughout the process).
- Do not let this behaviour discourage the continued running of the group; if the school remains firmly supportive, students will feel safer and more accepted.
- Whole school PSHE on diversity and hate crime sessions will be helpful.

Over time , schools can see this behaviour de-escalate as the group maintains its presence

4. Gender diversity-specific issues

Issue:

- There may be students at your school that identify as gender-diverse or non-binary (these pupils are covered by the 'T+' part of the LGBT+ acronym) and may choose to openly present as such within the school environment.
- These students may have additional needs that sometimes require further, more specialised support compared to their LGB peers (e.g. accessing appropriate toilets and changing rooms).
- Staff members may not always be fully equipped to manage these needs adequately; this may be due to many reasons, such as a lack of understanding of gender-diversity, or being temporarily in post and not aware of the individual student's needs .

Recommended approach:

- We recommend consulting Intercom Trust's 'Schools Transgender Guidance Document' for detailed help. It is a comprehensive guide serves to support staff and provide guidance on how to manage these gender-diverse matters you may encounter. See resources section on page 17 of this document. Other resources are available (see appendix).

Some situations may prove too complex to be resolved with the help of this guide exclusively. Consulting the school's policies and protocols and a 'common-sense', relativist approach (e.g. involving discussion with students, families, stakeholders and staff) may also be appropriate.



If serious issues continue to, it may be an option to temporarily discontinue the group and reviewing its organisation or structure. Aim to restore the group's operation as soon as possible. Additionally, refer to Ofsted requirements and any guidance resources designed for schools.

Local Resources . . .

Intercom Trust

<http://www.intercomtrust.org.uk/>

Helpline, Support, Advocacy, Information for LGBT+ people, their families and networks across Devon and Cornwall: 0800 612 30 10 (confidential Helpline).

Intercom Trust also delivers training to institutions (schools, colleges, police, government agencies etc.) and support county-wide LGBT+ school groups gatherings.

Schools Transgender Guidance Document

http://www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf

A comprehensive guide for schools and parents on dealing with transgender student's interests within educational settings – adopted as national guidance by the Government Education Department.

Appendix:

- Fetner, T., & Elafros, A. (2015). The GSA Difference: LGBT+Q and Ally Experiences in High Schools with and without Gay-Straight Alliances. *Social Sciences*, 4(3), 563-581. doi: 10.3390/socsci4030563
- Government Equalities Office. (2018). National LGBT+ Survey: Research Report. In National LGBT+ Survey: Research Report.
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- McCormick, A., Schmidt, K., & Clifton, E. (2014). Gay-Straight Alliances: Understanding Their Impact on the Academic and Social Experiences of Lesbian, Gay, Bisexual, Transgender, and Questioning High School Students. *Children & Schools*, 37(2), 71-77. doi: 10.1093/cs/cdu028
- Stonewall. (2017). *SCHOOL REPORT The experiences of lesbian, gay, bi and trans young people in Britain's schools* [PDF] (pp. 1-43). Retrieved from https://www.stonewall.org.uk/system/files/the_school_report_2017.pdf

Suggested ground rules (for discussion with the group) :

- 1) Be welcoming
- 2) Do not discriminate against other protected characteristics
- 3) Be nice/kind to people
- 4) Respect the room
- 5) Respect the staff facilitator and the school system
- 6) Challenge views but be respectful
- 7) Understand that breaking rules results in consequences



“Intercom Trust welcome feedback and suggestions for future editions of this guide, in particular from school LGBT+ groups themselves; YOUR VOICES ARE IMPORTANT, so do please email us: Helpline@intercomtrust.org.uk “