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POST-PRIMARY SCHOOL EXPERIENCES OF 16-21 YEAR OLD PEOPLE WHO ARE LESBIAN, GAY, BISEXUAL AND/OR TRANSGENDER (LGBT) - APPENDICES

by Public and Corporate Economic Consultants (PACEC)

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RESEARCH REPORT

PACEC

Public and Corporate
Economic Consultants

*Department of Education – Post-
Primary School Experiences of 16-
21 year old people who are Lesbian,
Gay, Bisexual and/or Transgender
(LGB&T)
Appendices*



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1 SURVEY METHODOLOGY

1.1 Approach

PACEC developed a questionnaire for the research project, initial drafts of the questionnaire were developed based on topics set out in the proposal and further developed in collaboration with the Project Steering group. We then worked with the Steering Group on an iterative basis to refine and amend the questionnaires.

The final questionnaire included questions on:

- Profile of the respondents
- School Life (LGB and Transgender)
- Bullying in Schools
- Teaching and Learning in Schools
- The School Environment
- Looking ahead
- Focus group participation

The questionnaire was signed-off by the Department of Education on 6th January 2016.

The research team then uploaded the final questionnaire onto the online survey software SMARTSURVEY© ready for the pilot and full survey phases.

1.2 Piloting the Questionnaire

The survey was piloted by the Rainbow Project in mid-December with a group of eight 16-18 year olds as part of their weekly meeting at the Rainbow Project Centre in Londonderry. This was an established group who meet each week to discuss issues affecting them and get advice, guidance and support. The group went through the survey collectively on screen with the group co-ordinator (a Rainbow Project Counsellor) asking the young people about their understanding of the survey and the appropriateness of the content of the survey. The group co-ordinator recorded all of their feedback and reported it to Gavin Boyd, Rainbow Project Belfast, who in turn provided it to PACEC. The majority of the young people commented positively on the survey with a number of comments being made on questions 19 and 25. In response to these remarks, the format of these questions was amended.

Using their responses, the survey team was able to examine the pattern of responses and ensure that all of the questions were answered in an appropriate manner and that technically the survey was functioning as expected (i.e. the logic within the online questionnaire was working to direct respondents to the correct questions).

1.3 Launching the Surveys and Follow Up

The survey was launched through different contact streams commencing 6th January 2016. A summary of the actions taken to promote the survey include the following – the emails issued included background to the research, a link to the online survey and a request to promote the survey amongst pupils/members, encouragement to make the survey link available on their website, promote the survey through social media and send the link directly to young people/members (as

appropriate). To capture the views of young people who may not be in an education setting, details of the research was made available to Voluntary and Community organisations as well as schools and colleges.

- Emails issued to 235 schools with pupils aged 16 or more in Northern Ireland (including grammar (n=67), non-grammar (n=134), special (n=29) and EOTAS (n=5))
- Emails issued to the Northern Ireland Anti-Bullying Forum and Northern Ireland Commissioner for Children and Young People;
- Emails issued to 9 statutory youth organisations
 - YouthNet
 - YouthAction
 - Youth Council for NI
 - Youth Work NI – Curriculum Development Unit
 - NI Youth Forum
 - Start 360
 - Include Youth
 - Children’s Law Centre
 - National Children’s Bureau
- Emails issued to 5 Education Authority contacts
- Emails issued to all Universities and FE Colleges (general);
- Emails issued to the University LGB&T organisations/societies;
- Emails issued to 419 Rainbow Project contacts;
- Emails issued to 4 other LGB&T organisations: Cara-Friend; HERE NI; SAIL; and GenderJam NI;
- Emails issued to 5 other youth service providers;
 - Girlguiding Ulster
 - Scouts NI
 - NI Anti Bullying Forum
 - The Boys’ Brigade NI
 - Northern Ireland Commissioner for Children & Young People
- EWOs – We contacted Cathy Lavery at the Education Authority who forwarded information on the survey to all EWOs;
- Youth Clubs –We contacted YouthNet who published information on their website regarding the research and have also forwarded the information to all youth club contacts that they had in their databases;
- The survey was also widely promoted on social media and on organisation websites.

The survey response rate was regularly monitored and due to high levels of interest, no further promotion or follow up was required.

1.4 Extension to response deadline due to clash with examination period

DE were contacted by a local Grammar school who asked that the deadline for response be extended for a further week as mock examinations were being held throughout January 2016 and pupils may not have been in school or had the time to complete the survey. In light of this the deadline of 25th January was extended to 27th January.

1.5 Response Rate

The target number of survey completions was 380. The total number of completed responses received by the date the survey was closed was 715. However, 183 responses were removed for the following reasons:

- 7 responses were deemed to be insincere;
- 173 responses were removed due to being from straight respondents¹; and
- 3 respondents were removed due to not identifying their gender identity or sexual orientation

The final number of completed responses and the baseline for the survey is 532.

Table 1:1: Survey Response Rate

Target no. to be completed	No. fully completed	% of target
380	532	140.0%

Source: PACEC

1.6 Survey Representativeness

Ideally to assess representativeness, we would wish to compare the profile of individuals who responded to the survey to the profile of young LGB&T people in Northern Ireland. In the absence of robust data on these variables for this population (i.e. the population of LGB&T young people aged 16-21), it has not been possible to do this. However, in this section, a comparison has been made between the profile of survey respondents (across a number of characteristics) and the profile of the wider population of young people aged 16-21 in NI or a proxy for this (e.g. all pupils in Post-primary schools at present when considering data relating to school types).

¹ A small number of these (8) also identified as transgender. However due to the routing within the survey, most sections of the survey were skipped by any respondents who indicated they were straight.

1.6.1 Age

Table 1:2: Profile of Population and Survey Respondents - Age

Age	Profile of Population of 16-21 year olds in NI	Actual Survey Response (n=532)	Actual Survey Response (%)
16-17	34.0%	261	49.1%
18-19	33.2%	150	28.2%
20-21	32.8%	121	22.7%

Source: PACEC

There is a markedly higher proportion of younger respondents than in the overall NI 16-21 year old population: 49% of survey respondents compared to 34% of the NI population, this is unsurprising due to the nature of the survey (which may be perceived as more relevant to those in currently in schools) and the means by which it was promoted (predominantly via schools and through youth organisations).

1.6.2 Gender

Table 1:3: Profile of Population and Survey Respondents - Gender

Gender	Profile of Population of 16-21 year olds in NI	Actual Survey Response (n=532)	Actual Survey Response (%)
Male	51.0%	240	45.1%
Female	49.0%	250	47.0%
Other	-	41	7.7%
No Response	-	1	0.2%

Source: PACEC

Considering the profile of survey respondents there is a fairly even split between male and female respondents (with slightly higher female representation) though almost 8% of respondents did not identify as male or female. The proportions of both male and female respondents are slightly lower than in the overall population.

1.6.3 School Management Type Attended

Table 1:4: Profile of Population and Survey Respondents

Post-Primary School Attended	No. of Schools in NI	Estimated Profile of Population of 16-21 year olds in NI ²	Actual Survey Response (n=532)	Actual Survey Response (%)
Grammar – Under Catholic Management	39	19.1% ³	133	25.0%
Grammar – Under Other Management	29	23.4% ⁴	147	27.6%
Grammar total	68	42.5%		52.6%
Secondary – Under Catholic Management	68	25.6% ⁵	98	18.4%
Secondary – Under Other Management	51	18.7% ⁶	36	6.8%
Secondary – Integrated	20	8.1% ⁷	107	20.1%
Secondary total	139	51.4%		45.3%
Irish Medium	1	1.6% ⁸	#	#
Special	39	3.5% ⁹	*	*
No Response	-	-	2	0.4%

Source: PACEC

² According to DE data

- Pupils by year group at schools in Northern Ireland in 2014/15 by Education and Library Board, <https://www.deni.gov.uk/sites/default/files/publications/de/year-groups-by-elb-1415.xlsx> there were 31,267 pupils aged 16-18 attending Post-primary schools in NI. This assumes the number of pupils in Years 13 (16,525) & 14 (14,742) are equivalent to those aged 16-18 years.
- Data on Pupils attending Post-primary schools in Northern Ireland 2014/15: enrolment data, <https://www.deni.gov.uk/sites/default/files/publications/de/Post-primary-schools-data-1415-supp-with-unfilled-places.xlsx>. Cumulative Years 13-15 = 31,267

These sources also include number of pupils attending each type of school and this has been used to calculate proportions as shown in the table below. We have assumed the same proportions apply to those currently in school as well as those who have now left school.

³ 5,972 pupils aged 16-18 attending grammar schools under Catholic Management as proportion of all 16-18 years olds attending Post-primary

⁴ 7,316 pupils aged 16-18 attending grammar schools under Other Management as proportion of all 16-18 years olds attending Post-primary

⁵ 8,004 pupils aged 16-18 attending secondary schools under Catholic Management as proportion of all 16-18 years olds attending Post-primary

⁶ 5,847 pupils aged 16-18 attending secondary schools under Other Management as proportion of all 16-18 years olds attending Post-primary

⁷ 2,533 pupils aged 16-18 attending secondary Integrated schools as proportion of all 16-18 years olds attending Post-primary

⁸ According to the enrolment data for DE ("School Level – Post-Primary School Data 2014/2015, published in June 2015 and accessed by PACEC in September 2015) there were 1,445 pupils aged 16-18 attending schools with Irish Medium provision in NI (1,189 pupils attending 3 Post-primary schools with IM Units; 256 pupils attending 1 IM school). The proportion here is based on the 256 pupils attending the IM school as respondents to the survey were invited to indicate the type of school they attended.

⁹ Overall there are 5,063 special school pupils in NI (<https://www.deni.gov.uk/sites/default/files/publications/de/year-groups-by-elb-1415.xlsx>). This equates to 3.5% of all Post-Primary Children (5,064/142,553). We have assumed that the same proportion applies in all year groups.

The number of respondents who attend/attended Grammar/Secondary schools is broadly reflective of the overall proportions for 16-21 year olds in NI (which are estimated from the current school population) though there is a slightly higher proportion of respondents from Grammar and a slightly lower proportion from Secondary compared to the overall profile. Within the Secondary sector, the proportion of respondents from Integrated schools is markedly higher than in the overall population (estimated) whilst the proportion from Secondary – under other management is notably lower than the overall population and the proportion from Secondary – under Catholic management is somewhat lower than the overall population.

There are some caveats to note regarding data on school type:

- The survey did not monitor the specific school that a respondent had attended therefore it is possible that experiences relating to a small number of schools might be over-represented.
- There is a considerable over-representation of students in secondary integrated schools (20.1% of respondents). The secondary integrated sector is a relatively small sector in Northern Ireland accounting for only 20 Post-primary schools (8.1% of both all Post-primary schools and the total Post-primary pupil population).
- It is also possible that experiences relating to some schools (regardless of sector) are not included at all (though for the larger sectors this is less of a concern).

1.6.4 Geography

Table 1:5: Profile of Population and Survey Respondents - Geography

Characteristic	Estimated profile of Population of 16-21 year olds in NI ¹⁰	Actual Survey Response (n=532)	Actual Survey Response (%)
Belfast	20.4% ¹¹	160	30.1%
North East	21.9% ¹²	110	20.7%
South Eastern	17.1% ¹³	94	17.7%
Southern	22.9% ¹⁴	103	19.4%
Western	17.6% ¹⁵	64	12.0%
No Response	-	1	0.2%

Source: PACEC

All regions are represented amongst survey respondents, though there is a slightly higher proportion of respondents from Belfast (30.1% of survey respondents, to 20.4% in school population) and a

¹⁰ Based on DE Statistics - Excel File (Pupils by year group at schools in Northern Ireland in 2014/15 by Education and Library Board (dated June 2015, accessed by PACEC in September 2015) provides information on the split of pupils by Region. This shows the number of Post-primary school pupils out of the total of 142,553 based in each region from which a proportion may be calculated. We assume the same proportions apply to those aged 16-18 years as for all years. We assume the same proportions apply to those currently in school as well as those who have now left school.

¹¹ 29,990 Post-primary school pupils out of the total of 142,553 based in Belfast Region.

¹² 31,284 Post-primary school pupils out of the total of 142,553 based in North East Region.

¹³ 24,398 Post-primary school pupils out of the total of 142,553 based in South Eastern Region.

¹⁴ 32,672 Post-primary school pupils out of the total of 142,553 based in Southern Region.

¹⁵ 25,100 Post-primary school pupils out of the total of 142,553 based in Western Region

slightly lower proportion from Western (12% of survey respondents, 17.6% in school population). The proportions from other regions are fairly similar to the current school population.

1.6.5 Education/Employment Status

Table 1:6: Profile of Population and Survey Respondents - Occupation

Education/Employment Status	Profile of Population of 16-21 year olds in NI	Actual Survey Response (n=532)	Actual Survey Response (%)
Full time Education	65.0% ¹⁶	400	75.2%
Further Education		23	4.3%
Higher Education		43	8.1%
Employed or Self-Employed	20.1% ¹⁷	40	7.5%
Unemployed	14.9% ¹⁸	9	1.7%
Other	-	15 ¹⁹	2.8%
No Response	-	2	0.4%

Source: PACEC

There is a somewhat higher proportion of respondents still in full time education than in the overall NI 16-21 year old population (75% of survey respondents, 65% NI population). Amongst survey respondents, there was an under-representation of employed, self-employed and the unemployed but an over-representation of those in full time education. This is unsurprising due to aim of the research and the fact that the survey was heavily promoted in schools and amongst youth organisations across the whole of Northern Ireland.

¹⁶ The number of 16-21 year olds in full time education was taken from the 2011 Census data - the data set entitled CT0242NI: Economic Activity by Age and Sex. This included details of those in full time education including those in School, those in Further Education and those in Higher Education.

¹⁷ The number of 16-21 year olds classed as employed or self-employed was taken from the 2011 Census data – the data set entitled CT0242NI: Economic Activity by Age and Sex. This included details of those in full time employment, part time employment, those self-employed with employees and those self-employed without employees.

¹⁸ The number of 16-21 year olds classed as unemployed was taken from the 2011 Census data – the data set entitled CT0242NI: Economic Activity by Age and Sex. This included details of those who were unemployed but still considered economically active.

¹⁹ 11 respondents were on a 'Gap Year' and a further 4 were on a 'Training Scheme'

1.7 Notation in reporting survey responses

1.7.1 Data suppression to avoid disclosure

Note: to protect the confidentiality of respondents and to ensure individual respondents cannot be identified, any responses equalling 4 or less have been changed to ‘*’. Additional suppression may also have been applied to responses of 5 or more to prevent the disclosure of cells with a small number of responses. The definitions of the symbols are as follows:

‘*’ - to denote fewer than 5 cases; and

‘#’ - to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

This notation also means that some information is not shown in the charts in the report.

1.7.2 Small Numbers

- Where the total number of responses to a specific question is greater than 100
 - we include in tables both N and % (to 1 decimal place)
 - apart from data suppression, the data in these tables refers to both N & %.
 - in narrative about these questions we refer to N or % or both
- Where the total number of responses to a specific question is less than 100 but 50 or more
 - we include in tables both N and % (to 1 decimal place).
 - apart from data suppression, the data in these tables refers to both N & %.
 - in narrative about these questions we refer to N or % or both.
 - we include a note under the table stating: *** Caution small numbers.
- Where the total number of responses to a specific question is less than 50
 - we include in tables only N (not %)
 - in narrative about these questions we refer to N only

1.7.3 Quantifying responses – summary terms

When quantifying responses the following terms are used and should be interpreted as follows:

- Almost all/nearly all: more than 90%
- Most: 75%-90%
- A majority: 50%-74%
- A significant minority: 30%-49%
- A minority: 10%-29%
- Very few/a small number: less than 10%

2 SURVEY OUTPUT TABLES

2.1 Profile of Respondents

Questions in this section were visible to all survey respondents.

Table 2:1: Q1 What age group are you in?

Age Group	Number of Respondents	% of Respondents
16-17 years	261	49.1%
18-19 years	150	28.2%
20-21 years	121	22.7%
Total Δ	532	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔThe base is 532

Table 2:2: Q2 Which of the following best describes the school you attend or previously attended?

Type of School	Number of Respondents	% of Respondents
Grammar – under Catholic Management	133	25.1%
Grammar – under Other Management	147	27.7%
Secondary – under Catholic Management	98	18.5%
Secondary – Integrated	107	20.2%
Secondary – Irish Medium	#	#
Secondary – under Other Management	36	6.8%
Special School	*	*
Total Δ	530	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔTwo respondents skipped this question. Therefore, the base is 530.

‘*’ - to denote fewer than 5 cases; and

‘#’ - to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:3: Q3 In which Education Region is/was your school situated?

Education Region	Number of Respondents	% of Respondents
Belfast	160	30.1%
North Eastern	110	20.7%
Southern	103	19.4%
South Eastern	94	17.7%
Western	64	12.1%
Total Δ	531	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ One respondent skipped this question. Therefore, the base is 531

Table 2:4: Q4 Which of the following best describes your school status?

Education Region	Number of Respondents	% of Respondents
Still at school	284	53.6%
Still in Education other than in a school	116	21.9%
Left school one year ago or less	27	5.1%
Left school 1-2 years ago	32	6.0%
Left school 2-3 years ago	40	7.5%
Left school 3 years ago or more	31	5.8%
Total Δ	530	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Two respondents skipped this question. Therefore, the base is 530

Table 2:5: Q5 If you have left school what are you doing now?

Destination of School Leavers	Number of Respondents	% of Respondents
On gap year	11	8.5%
Higher education	43	33.1%
Further Education	23	17.7%
Self-Employed	*	*
Employed	36	27.7%
Training Scheme	*	*
Unemployed	#	#
Total Δ	130	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that did not say said they are still in school or full time education in Q4 could respond to this question (n=134) and two respondents skipped this question. Therefore the base is 130.

* - to denote fewer than 5 cases; and

- to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:6: Q6 What was your highest level of qualification upon leaving school?

Qualification upon leaving school	Number of Respondents	% of Respondents
3 or more A Levels Grade A* to C or equivalent	69	52.3%
2 A Levels Grade A* to C or equivalent	15	11.4%
1 A Levels Grade A* to C or equivalent	*	*
5 or more GCSEs Grades A* to C (including English and Maths) or equivalent	28	21.2%
1-4 GCSEs Grades A* to C or equivalent	10	7.6%
1 or more GCSEs Grades G-D or equivalent	*	*
None	*	*
No GCSEs but other qualifications	*	*
Total Δ	132	100%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that did not say said they are still in school or full time education in Q4 could respond to this question (including two respondents that skipped Q4). Therefore the base is 132.

* - to denote fewer than 5 cases; and

- to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:7: Q7 What gender best describes you?

Gender	Number of Respondents	% of Respondents
Male	240	45.2%
Female	250	47.1%
Other**	41	7.7%
Total Δ	531	100.0%

**If Other, please specify:

Agender²⁰ (x7)

Non-Binary or Non Binary²¹ (x12)

Gender Fluid or Genderfluid²² (x9)

Other (x12) including variety of responses including androgynous, trans, bigendered

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOne respondent skipped this question. Therefore, the base is 531.

Table 2:8: Q8 Have you a registered disability?

Disability	Number of Respondents	% of Respondents
Yes	46	8.7%
No	483	91.3%
Total Δ	529	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔThree respondents skipped this question. Therefore, the base is 529

²⁰ Agender: not having a gender or identifying with a gender (genderless, agender)

²¹ Non-Binary: 1) Describes a gender identity that is neither female nor male; 2) Gender identities that are outside of or beyond two traditional concepts of male or female.

²² Gender fluid refers to a gender which varies over time. A gender fluid person may at any time identify as male, female, or any other non-binary identity, or some combination of identities.

Table 2:9: Q9 Are you a member of an ethnic minority?

Member of Ethnic Minority	Number of Respondents	% of Respondents
Yes**	10	1.9%
No	522	98.1%
Total Δ		
**If Yes, please specify (n=7):		
Mixed race- white/Asian		
Mixed Race (x2)		
Irish/Bangladeshi		
Mixed Ethnicity, Indian and Caucasian		
Sri Lankan		
Indian		

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔThe base is 532

Table 2:10: Q10 How would you describe your sexual orientation?

Sexual Orientation	Number of Respondents	% of Respondents
Gay	181	34.1%
Lesbian	88	16.6%
Bisexual	197	37.1%
Other**	65	12.2%
Total Δ	531	100.0%
**Please specify (n=65):		
Pansexual ²³ (x37)		
Asexual ²⁴ (x12)		
Other (x16)		

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOne respondent skipped this question. Therefore, the base is 531

²³ Pansexual: 1) A sexual orientation where a person desires sexual partners based on personalized attraction to specific physical traits, bodies, identities, and/or personality features which may or may not be aligned to the gender and sex binary; 2) A sexual orientation signifying a person who has potential emotional, physical, and/or sexual attraction to any sex, gender identity or gender expression; 3) Sexual orientation associated with desiring/loving a person's personality primarily, and specific bodily features secondarily.

²⁴ Asexual: 1) A sexual orientation where a person does not experience sexual attraction or desire to partner for the purposes of sexual stimulation; 2) a spectrum of sexual orientations where a person may be disinclined towards sexual behavior or sexual partnering.

2.2 Transgender

The first question in this section (Q11) was available to all survey respondents.

The remaining questions in this section were only visible to those respondents who identified as transgender in Q11. Therefore, 65 respondents were brought to Q12.

Table 2:11: Q11 Do you identify as Transgender or as a person with a trans history?

Transgender	Number of Respondents	% of Respondents
Yes	65	12.2%
No	467	87.8%
Total Δ	532	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ The base is 532

Table 2:12: Q12 While in school have you had the opportunity to tell anyone about your transgender identity or how you feel about your identity?

Who respondent told	Number of Respondents	% of Respondents
Yes – class teacher/tutor	16	24.6%
Yes – Year Head	8	12.3%
Yes – teacher with responsibility for pastoral care	11	16.9%
Yes – a Vice Principal	6	9.2%
Yes – non-teaching staff member such as School Counsellor	10	15.4%
Yes – other pupil(s)	40	61.5%
No, I have not told anyone in school	23	35.4%
Total Responses	114	-
Total Respondents Δ	65	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered 'Yes' to Q11 could answer this question. Therefore, the base is 65.

***Caution small numbers

Table 2:13: Q13. Did you come out as transgender in school?

Response	Number of Respondents
Yes	16
No	25
Total Δ	41

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that did not answer 'No, I have not told anyone in school' to Q12 could answer this question and one respondent skipped this question. Therefore, the base is 41.

Table 2:14: Q14. If you told a member of staff that you are transgender, how did their response make you feel?

Response	Number of Respondents
Very Supported	6
Supported	6
Neither supported nor unsupported	#
Unsupported	*
Very unsupported	0
Total Δ	20

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that did not answer 'No, I have not told anyone in school' to Q12 and indicated they had told a member of staff in Q12²⁵ could answer this question, two respondents skipped this question. Therefore, the base is 20.

* - to denote fewer than 5 cases; and

- to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:15: Q15. Was any additional support offered to you at this time?

Additional Support	Number of Respondents
Yes	9
No	12
Total Δ	21

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that did not answer 'No, I have not told anyone in school' to Q12 and indicated they had told a member of staff in Q12 could answer this question, and one respondent skipped this question. Therefore, the base is 21.

²⁵ i.e. this includes people who told a member of staff only; people who told a member of staff and other pupils; but not people that had told other pupils only.

Table 2:16: Q16. What form did this additional support take?

Response	Number of Respondents
Meeting with teacher responsible for pastoral care	*
Offer of in-school counselling	*
Contact details of external organisations for additional help	5
Not applicable	*
Other	*
Total Respondents Δ	9

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered ‘Yes’ to Q15 could answer this question. Therefore, the base is 9.

* - to denote fewer than 5 cases; and

- to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:17: Q17. If you are/were a transgender pupil, please list any particular issues of concern or challenges you face/faced at school.

Response	Number of Respondents	% of Respondents
Wearing of school uniform	42	64.6%
Use of toilet	40	61.5%
Changing facilities	36	55.4%
Inconsiderate use of my forename amongst teaching staff	26	40.0%
Inconsiderate use of my forename amongst pupils	23	35.4%
Inconsiderate use of my forename amongst non-teaching staff	21	32.3%
School activities that group pupils by gender	41	63.1%
Participation in gender-specific sport or other activity	43	66.2%
Attending residentials	13	20.0%
Going on school trips	8	12.3%
None	5	7.7%
Other**	9	13.8%
Total Respondents Δ	65	-

**Please Specify (n=7):

Had attended all-girls' school, felt very uncomfortable with outing myself

Lack of education throughout school about lgbtqia+ individuals and their issues.

Kept secret until graduation

Didn't come out

Pupils and school staff using preferred pronouns

Transphobic remarks by teachers

Please don't misgender, please use the correct pronouns

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered 'Yes' to Q11 could answer this question. Therefore, the base is 65.

****Caution small numbers*

Table 2:18: Q18. Are there/were there any particular arrangements/provisions in place within school to help you deal with the challenges you face/faced as a transgender pupil?

Response	Number of Respondents	% of Respondents
Yes**	10	16.1%
No	52	83.9%
Total Δ	62	100.0%

****Please give details (n=10):**

Excused from physical education

I eventually was given what I wanted e.g. name changed, male uniform, appropriate changing/toilet facilities etc.

Although I myself have not experienced any support (not yet transitioning at school), I know other transgender pupils at my school have been allowed to wear the uniform of the gender they identify. All staff refer to them by their preferred name and gender, and their records have been changed accordingly.

Wasn't/aren't out as transgender fully so this issues were never addressed properly.

None as far as I was aware; only told people near the end of my final year of high school

As I attended an all-female school they allowed me the use of disabled toilets for privacy, allowed me to wear trousers with my uniform and changed my name in the system.

The school was not prepared to allow me to access a gendered bathrooms so I do not actually have a bathroom I can use. I was also forced to stop PE. There was no attempt to educate other students about transgender issues and many of the teachers were very transphobic

Taken out of Physical Education

I'm actually not sure as I haven't mentioned it to a teacher

There is nothing for LGBT students anywhere. We are alone because of religion.

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that answered 'Yes' to Q11 could answer this question and three respondents skipped this question. Therefore, the base is 62.

****Caution small numbers*

Table 2:19: Q19. Please select the most appropriate response to each pair of statements

Part	A	Agree Strongly with A		Agree with A		Neither Agree nor Disagree		Agree with B		Agree Strongly with B		B	Total N
		N	%	N	%	N	%	N	%	N	%		
19.1	I have/had a supportive group of friends at school	23	35.4%	23	35.4%	8	12.3%	5	7.7%	6	9.2%	I feel/felt isolated at school	65
19.2	I feel/felt understood by other pupils at school	11	16.9%	12	18.5%	13	20.0%	16	24.6%	13	20.0%	I feel/felt other pupils do/did not understand me	65
19.3	I feel/felt understood by teachers in school	*	*	#	#	20	32.3%	14	22.6%	17	27.4%	I feel/felt teachers do/did not understand me	62

Please list below any issues of concern or difficulties you have experienced as a transgender pupil that have not been addressed in the statements above

Other issues of concern or difficulties experienced as a transgender pupil (n=7):

I left school in October because I was pushed away and bullied by other students

Teachers and students could often make discriminatory jokes about trans people and this could make you feel out of place and unwanted in a group of people who supposedly support you.

A lot of misconceptions of the difference between sex and gender. When I try to educate fellow students of the different genders they make fun, saying things such as 'my gender is a cat'. There is a lack of understanding that gender is fluid, several religious pupils have said openly that they feel it is greedy, disgusting while there is a verse that openly states 'there is neither male nor female for we are all one in Jesus Christ'. My gender has been brought into question pupils in different classes, and they have discussed it behind my back, making me feel uncomfortable, I would feel more at ease if they had asked me themselves. The lack of education overall on the difference between sex and gender is appalling and I have had to explain it several times throughout my school life.

People tend not to know what it is when you tell them so there should be information more readily available to help pupils and teachers understand.

I am constantly singled out and cannot partake in many school activities. Teachers are transphobic and although I have supportive friends, most other students do not understand at all.

use of my birth name

I came out to my teacher to change my name and pronouns in school but he brushed it off and acted as if he didn't believe I am trans so I am not able to use my name and pronouns in school which is very distressing for me.

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that answered 'Yes' to Q11 could answer this question (n=65); no respondents skipped part 19.1 and 19.2 of this question and three skipped 19.3. Therefore, the base for parts 19.1, 19.2 and 19.3 are 65, 65 and 62 respectively.

***Caution small numbers

'**' - to denote fewer than 5 cases; and

'#' - to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

2.3 Lesbian, Gay and Bisexual (LGB)

Questions in this section were visible to survey respondents who identified as Gay, Lesbian or Bisexual or Other in Q10 but did not identify as transgender at Q11.

Table 2:20: Q20. While in school have you had the opportunity to tell anyone about your LGB identity or how you feel about your identity?

Response	Number of Respondents	% of Respondents
Yes - class teacher / tutor	67	14.3%
Yes - Year Head	23	4.9%
Yes - teacher with responsibility for pastoral care	26	5.6%
Yes – a Vice Principal	21	4.5%
Yes – non-teaching staff member such as School Counsellor	42	9.0%
Yes – other pupil(s)	324	69.4%
No, I have not told anyone in school	128	27.4%
Total Δ	467	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered 'Lesbian or 'Gay' or 'Bisexual' or 'Other' to Q10 and did not identify as transgender in Q11 could answer this question. Therefore, the base is 467.

Table 2:21: Q21. Did you come out as LGB in school?

Response	Number of Respondents	% of Respondents
Yes	130	53.9%
No	111	46.1%
Total Δ	241	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that did not answer 'No, I have not told anyone in school' to Q20 could answer this question and 98 people skipped this. Therefore, the base is 241.

Table 2:22: Q22. If you have told a member of staff you are LGB, how did their response make you feel?

Response	Number of Respondents	% of Respondents
Very Supported	27	39.1%
Supported	15	21.7%
Neither supported nor unsupported	19	27.5%
Unsupported	*	*
Very unsupported	#	#
Total Δ	69	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ25 people skipped this question and only those that did not answer 'No, I have not told anyone in school' to Q20 and indicated that they had told a member of staff in Q20²⁶ could answer this question. Therefore, the base is 69.

***Caution small numbers

'*' - to denote fewer than 5 cases; and

'#' - to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:23:Q23. Was any additional support offered to you at this time?

Response	Number of Respondents	% of Respondents
Yes	18	25.0%
No	54	75.0%
Total Δ	72	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ22 people skipped this question and only those that did not answer 'No, I have not told anyone in school' to Q20 and indicated that they had told a member of staff in Q20²⁷ could answer this question. Therefore, the base is 72.

***Caution small numbers

²⁶ i.e. this includes people who told a member of staff only; people who told a member of staff and other pupils; but not people that had told other pupils only.

²⁷ i.e. this includes people who told a member of staff only; people who told a member of staff and other pupils; but not people that had told other pupils only.

Table 2:24: Q24. What form did this additional support take?

Response	Number of Respondents
Meeting with teacher responsible for pastoral care	9
Offer of in-school counselling	12
Contact details of external organisations for additional help	6
Other**	3
Total RespondentsΔ	18

**Please give details (n=3) – examples of “other” responses included:

Arranging a psychiatric assessment from CAMHS

Continued conversation if I should need it.

Offer of joining LGBT youth projects

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered ‘Yes’ to Q23 could answer this question. Therefore, the base is 18.

Table 2:25: Q25. Please select the most appropriate response to each pair of statements

Part	A	Agree Strongly with A		Agree with A		Neither Agree nor Disagree		Agree with B		Agree Strongly with B		B	Total N
		N	%	N	%	N	%	N	%	N	%		
25.1	I have/had a supportive group of friends at school	166	35.5 %	134	28.7 %	48	10.3 %	58	12.4 %	61	13.1 %	I feel/felt isolated at school	467
25.2	I feel/felt understood by other pupils at school	59	12.7 %	110	23.7 %	102	21.9 %	105	22.6 %	89	19.1 %	I feel/felt other pupils do/did not understand me	465
25.3	I feel/felt understood by teachers in school	27	5.8%	78	16.9 %	154	33.3 %	99	21.4 %	104	22.5 %	I feel/felt teachers do/did not understand me	462

Please list below any issues of concern or difficulties you have experienced as a Lesbian, Gay or Bisexual pupil that have not been addressed in the statements above

Other issues of concern or difficulties experienced as a lesbian, gay or bisexual pupil (n=125). Responses covering only **one issue** have been grouped:

Bullying (n=24), for example:

A few students have made fun of me for having a boyfriend

The students in my school are uneducated and people mock my sexuality and make me feel uncomfortable by some of their actions

Education/Recognition of LGBT issues (n=37), for example:

Bisexuality/Pansexuality is never discussed in school and it left me very confused and upset throughout most of my childhood. It's not considered a serious sexual identity or it's taught so briefly. Lesbian and Gay relationships are barely discussed as well but bisexuality was never discussed.

No sex education, no mention of LGBT people anywhere in school in an education sense; the first time many of my peers had heard the term 'LGBT' was in Upper Sixth Form.

People tend not to consider the issue, and can be quite heteronormative

Lack of teacher support (n=18), for example:

Have been emotionally blackmailed by Principal as a result of my sexual orientation

Homophobic sneers from teachers and support staff. No one helped me when I was being bullied for being a gay lad.

Teachers told me being a lesbian was disgusting.

Issues with religion in school (n<5), for example:

I felt that I couldn't be myself and was suppressed in that the religious undertones of the school made me scared of judgement. It wasn't just school that caused this but it did play a part and I did deny who I am for a long time.

RE teachers refusing to acknowledge sexualities above homo and heterosexual

Other (n=6), for example:

I haven't told everyone at school, I have a fear that if I come out to everyone they will treat me different. I have told some friends who are very supportive.

Troubles with being grouped by gender, for sports class or even at lunch when I would have felt more comfortable being allowed to sit with girls without it being made such a big deal of

A number of responses covered **more than one issue** (n=36), for example:

After having a conversation with a P.E teacher I told him the reason why I didn't want to participate was because the other pupils bullied me for being gay and I didn't want to get changed in the same room as them, he didn't know what to say and just walked away from the conversation, nothing was done and I was left an outsider and did not participate in P.E the 5 years I was at school.

Teachers allow homophobia to go under the radar: slurs were dismissed and definitive hate speech was permissible and never punished. Lack of education for teachers and in curriculum for other students

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOnly those that answered 'Lesbian or 'Gay' or 'Bisexual' or 'Other' to Q10 and did not identify as transgender in Q11 could answer this question. Part 25.1 was skipped by no respondents, part 25.2 by two respondents and part 25.3 by five respondents. Therefore, the base for part 25.1, 25.2 and 25.3 are 467, 465 and 462 respectively.

2.4 Bullying

The first two questions in this section (Q26 and Q27) were visible to all survey respondents. The remaining questions in this section were only visible/could only be answered by the 257 respondents (or a subset of those) who responded 'Yes' at Q27.

Table 2:26: Q26. Do you know if your school operates an anti-bullying policy?

Response	Number of Respondents	% of Respondents
Yes	487	91.7%
No	44	8.3%
Total Δ	531	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOne respondent skipped this question. Therefore, the base is 531.

Table 2:27: Q27. Have you experienced bullying at school because of your sexual orientation or gender identity?

Response	Number of Respondents	% of Respondents
Yes	257	48.4%
No	274	51.6%
Total Δ	531	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOne respondent skipped this question. Therefore, the base is 531.

Table 2:28: Q28. What form has this bullying taken?

Response	Number of Respondents	% of Respondents
I was left out of things on purpose by other pupils or ignored	145	56.4%
I was called names relating to my sexual orientation or gender identity	231	89.9%
Other pupils told lies or spread false rumours about me	180	70.0%
I was hit, kicked, pushed or shoved around	72	28.0%
Other**	25	9.7%
Total RespondentsΔ	257	100.0%

**Please give details (n=24)

Cyber Bullying (n=9), for example:

Bullying on the internet is very common

Cyber bullying, being falsely propositioned by fellow pupils and having the results of texts posted online as well as regular attacks on social media.

Social media name calling

Psychological Abuse (n=5), for example:

other pupils outed me then told lies about me to the teacher

Told I was going to hell/was sinful. - often sexualised/fetishised - asked about my sex life.

Physical Abuse (n=4), for example:

I was made feel uncomfortable by another student after some of their actions they brush it off as a joke and I have asked them to stop all the time but they don't and I'm beginning to feel depressed both at school and everywhere else as a result

People called me a pervert, threw water on me, kicked me out of the changing rooms

Teacher (n=3)

I also had teachers call me names like sissy and pansy and was singled out by one teacher who compared me to a plague.

I was spat on by pupils and beaten, and excluded by a teacher in PE

When our RE teacher pretended LGBT+ didn't exist and separated the class into boys and girls and we had to talk about what we look for in the opposite sex on a first date.

Feeling isolated (n=3)

for an entire year the majority of pupils avoided any contact with me

I was made to feel isolated and alone.

People isolated me, who previously I would have been friendly with. My friend group was significantly reduced to 1 or 2 people

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered 'Yes' to Q27 could answer this question. Therefore, the base is 257.

Table 2:29: Q29. How often has this occurred?

Response	Number of Respondents	% of Respondents
One or two isolated times	32	12.6%
On and off over a period of time	76	30.0%
2 to 3 times per month	29	11.5%
Once a week	36	14.2%
Several times a week	80	31.6%
Total Δ	253	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that answered 'Yes' to Q27 could answer this question and four respondents skipped this question. Therefore, the base is 253.

Table 2:30: Q30. How did it take place?

Response	Number of Respondents	% of Respondents
Text or e-mail	41	16.0%
Social media	114	44.4%
Face to face	245	95.3%
Other**	14	5.4%
Total Δ	257	100.0%

**Please specify (n=14):

Around school and media

Behind my back (x6)

I would hear people calling me names.

Just walking down the hall and said under their breath but in a way I could still hear them

Notes left in locker, things stolen

People saying it loudly to each other when they knew I could hear

phone calls to me and phone calls to the school relating to me and my sexuality

Rumours and talking about me behind my back

Rumours were spread about me in changing rooms and at extracurricular activities.

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered 'Yes' to Q27 could answer this question. Therefore, the base is 257.

Table 2:31: Q31. Did you report incident(s) of bullying to a member of staff at school?

Response	Number of Respondents	% of Respondents
Yes	99	38.8%
No	156	61.2%
Total Δ	255	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that answered 'Yes' to Q27 could answer this question and two respondents skipped this question. Therefore, the base is 255.

Table 2:32: Q32. Who did you speak to?

Response	Number of Respondents	% of Respondents
Head of Year	60	60.6%
Head of Pastoral Care	30	30.3%
Class Teacher I felt comfortable talking to	64	66.7%
Vice Principal	27	27.3%
School Counsellor	29	29.3%
Other**	4	4.0%
Total RespondentsΔ	99	100.0%
**Please specify (n=4):		
Classroom assistant		
Parents		
Parents who phoned school head		
Principle, board of governors		

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that did not answer 'No' to Q31. Therefore, the base is 99.

***Caution small numbers

Table 2:33: Q33. How did the response of the member of staff make you feel?

Response	Number of Respondents	% of Respondents
Very Supported	9	9.2%
Supported	14	14.3%
Neither supported nor unsupported	22	22.4%
Unsupported	24	24.5%
Very unsupported	29	29.6%
Total Δ	98	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that answered 'Yes' to Q31 could answer this question and one respondent skipped this question. Therefore, the base is 98.

***Caution small numbers

Table 2:34: Q34. How do you think the school handled the incident(s), from your reporting of the bullying to the conclusion?

Response	Number of Respondents	% of Respondents
Very well	5	5.1%
Well	14	14.1%
Not well	29	29.3%
Badly	51	51.5%
Total Δ	99	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that answered 'Yes' to Q31 could answer this question. Therefore, the base is 99.

***Caution small numbers

Table 2:35: Q35. To your knowledge, did the school take any steps to stop this bullying?

Response	Number of Respondents	% of Respondents
Yes	28	28.3%
No	71	71.7%
Total Δ	99	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that answered 'Yes' to Q31 could answer this question. Therefore, the base is 99.

***Caution small numbers

Table 2:36: Q36. What were the steps taken?

Response	Number of Respondents
Teacher addressing individual(s) involved	20
Teacher addressing class or year group	7
An external organisation addressing a class or year group	0
Other**	1
Total RespondentsΔ	28

**Please specify:

All of these

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only those that answered 'Yes' to Q35 could answer this question. Therefore, the base is 28.

Table 2:37: Q37. Was any additional support offered to you at this time?

Response	Number of Respondents
Yes	8
No	20
Total Δ	28

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOnly those that answered 'Yes' to Q35 could answer this question. Therefore, the base is 28.

Table 2:38: Q38. What form did this additional support take?

Response	Number of Respondents
Meeting with teacher responsible for pastoral care	*
Offer of in-school counselling	5
Contact details of external organisations for additional support	*
Total Δ	8

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOnly those that answered 'Yes' to Q37 could answer this question. Therefore, the base is 8.

* - to denote fewer than 5 cases; and

- to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:39: Q39. How well do you think your school deals/dealt with the bullying that takes place?

Response	Number of Respondents	% of Respondents
Very well	5	5.1%
Well	18	18.2%
Not well	33	33.3%
Badly	43	43.4%
Total Δ	99	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOnly those that answered 'Yes' to Q31 could answer this question. Therefore, the base is 99.

***Caution small numbers

Table 2:40: Q40. What particular things has your school done?

Response	Number of Respondents	% of Respondents
Specific talks by teachers to classes or years	25	25.3%
Specific talks by external organisations	20	20.2%
Including relevant topics such as equality and diversity in classes	21	21.2%
Nothing	56	56.6%
Other**	6	6.1%
Total Respondents Δ	99	100.0%
**Please give details (n=6):		
Anti-bullying talk at the start of each year		
Diversity was discussed but no mention of LGBT diversity. It included other religions and race only.		
Establishment of a Gay Straight Alliance		
I was told to "man up" when I reported being bullied		
Talks by teachers/external organisations about bullying but not specific to LGBT		
Very superficial and unreal. No connections made to relevant issues in society. it's like they need to do it to tick a box		

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered 'Yes' to Q31 could answer this question. Therefore, the base is 99.

***Caution small numbers

2.5 Teaching and Learning within School

Questions in this section were visible to all survey respondents.

Table 2:41: Q41. Have/had issues about sexual orientation or gender identity come up in any of your classes?

Response	Number of Respondents	% of Respondents
Yes	241	45.5%
No	289	54.5%
Total Δ	530	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Two respondent skipped this question. Therefore, the base is 530.

Table 2:42: Q42. What classes?

Response	Number of Respondents	% of Respondents
Social sciences (Geography / History)	22	9.1%
Sciences	36	14.9%
English Literature	43	17.8%
Religious Education	172	71.4%
Sexual Health Education ²⁸	58	24.1%
Learning for Life and Work	97	40.2%
Other**	26	10.8%
Total RespondentsΔ	241	100.0%

**Please give details (n=26):

Art and Design

BTEC Health & Social Care

Drama

Form class when I was told to "man up"

Government and Politics (x3)

Health and social but the teacher was also an RE teacher

History

IT

Media Studies

Personal Development (I think)

Physical Education

Politics

Religious studies

Social ed

Sociology (x5)

sports science

Theatre Studies

Tutorial

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered 'Yes' to Q41 could answer this question. Therefore, the base is 241.

Table 2:43: Q43. How well do you think the teacher presented LGB issues and managed the discussion

²⁸ Please note that 'sexual health education' is the wording that was used in the survey, this is the same as Relationship and Sexuality Education (RSE).

in class?

Response	Number of Respondents	% of Respondents
Very well	13	5.4%
Well	73	30.3%
Not well	68	28.2%
Badly	40	16.6%
Very Badly	47	19.5%
Total Δ	241	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered ‘Yes’ to Q41 could answer this question i.e. this question was open to all respondents that answered ‘Yes’ to Q41, regardless of sexual orientation or gender identity. Therefore, the base is 241.

Table 2:44: Q44. How well do you think the teachers presented transgender issues and managed the discussion in class?

Response	Number of Respondents	% of Respondents
Very well	*	*
Well	#	#
Not well	50	21.5%
Badly	38	16.3%
Very Badly	109	46.8%
Total Δ	233	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only those that answered ‘Yes’ to Q41 could answer this question i.e. this question was open to all respondents that answered ‘Yes’ to Q41, regardless of sexual orientation or gender identity. Of the 241 that answered ‘Yes’ to Q41, eight respondents went on to skip this question. Therefore, the base is 233.

‘*’ - to denote fewer than 5 cases; and

‘#’ - to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:45: Q45. Have teachers used language or approaches to learning that have made you feel uncomfortable or excluded?

Response	Number of Respondents	% of Respondents
Yes**	203	38.2%
No	328	61.8%
Total Δ	531	100%

**If Yes, please provide details (n=170):

Offensive slurs/language (n=65), for example:

A teacher described Bisexual people as those of which could not make up their mind whether to be gay or straight. Essentially 'a cop out'.

In classes where sexual orientation are discussed, a number of homophobic comments can be made without consideration that there may be members of the LGB&T community in the class

Incorrect use of language and phrasing to make 'different' people seem odd and unwanted

While speaking to two vice principals, one made a very rude comment. Teachers openly commented how they disagree with homosexuality and how they think it's disgusting.

Heteronormative approach (n=31)

Assuming that everyone in the class was a straight female when they weren't.

Assumption of heterosexuality, assumption of having religious beliefs.

Do not include other orientations other than straight in their teaching

Poor coverage of issues (n=27)

I felt like there was a bias in discussion of issues and there was blatant exclusion in PE classes

Taught a very small amount about heterosexual sex education but nothing about LGB&T sex education, or about any LGB&T issues

Religion (n=23)

"Sex is between a man and a woman" "God is okay if you are gay as long as you don't act upon it"

always discussed in the context of Catholicism - sinfulness etc.

Felt very isolated in RE classes, as if I shouldn't have been there.

Not respecting transgender issues (n=11)

Calling transgender folk by biological names and continuing to address them by biological pronouns.

Used outdated terms such as transsexual, crossdresser, and other incorrect terms such as transvestite to describe a transgender person. Misgendering famous transgender celebrities, looking uncomfortable or laughing when said celebrities were mentioned, uses of outdated and borderline harmful phrases such as hermaphrodite to describe transgender people. Laughing off serious questions regarding LGBT things. Justifying intolerance to same sex marriage and LGB&T people based on their religion. Making sexual innuendo as a joke if boys in the class behaved effeminately.

Ignoring bullying (n=5)

Allowed homophobic slurs to be used

They would listen to what others said and do nothing. Say that it was being brought upon myself.

Other (n=8)

A religious education teacher suggested that if someone's father came out as having a homosexual affair, the fact that they were gay would be more shocking than the fact that they were cheating.

My P.E. teacher used after school detentions to force me to participate, even after he had found out about what was happening to me.

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOne respondent skipped this question. Therefore, the base is 531.

Table 2:46: Q46. In school, were LGB&T relationships ever discussed during sexual health education?

Response	Number of Respondents	% of Respondents
Yes	51	9.6%
No	480	90.4%
Total Δ	531	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOne respondent skipped this question. Therefore, the base is 531.

Table 2:47: Q47. Overall, how helpful was the sexual health education²⁹ delivered in your school?

Response	Number of Respondents	% of Respondents
Very helpful	9	1.7%
Helpful	40	7.6%
Neither helpful nor unhelpful	127	24.1%
Unhelpful	149	28.3%
Very unhelpful	202	38.3%
Total Δ	527	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔFive respondents skipped this question. Therefore, the base is 527.

²⁹ Please note that while 'sexual health education' is the wording that was used in the survey, this is the same as Relationship and Sexuality Education (RSE).

2.6 School Environment

Questions in this section were visible to all survey respondents.

Table 2:48: Q48. What impact, if any, has your experience as an LGB or T pupil in school had on each of the following?

Part		It has had a very positive impact		It has had a positive impact		It has had no impact		It has had a negative impact		It has had a very negative impact		Total
		N	%	N	%	N	%	N	%	N	%	
48.1	My attendance record	24	4.5%	24	4.5%	353	66.6%	90	17.0%	39	7.3%	530
48.2	My participation in school life (sports, music, drama etc.)	22	4.2%	34	6.4%	288	54.5%	121	22.8%	64	12.1%	529
48.3	My educational achievement	33	6.2%	34	6.4%	346	65.6%	85	16.1%	30	5.7%	528
48.4	My career planning and experience of careers advice	24	4.5%	48	9.0%	365	68.9%	66	12.4%	27	5.1%	530
48.5	My emotional wellbeing at school and outside school	22	4.2%	31	5.8%	144	27.2%	211	39.8%	122	23.0%	530

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔThose that indicated they are 'Straight' in Q10 were excluded from this question, therefore 532 respondents were brought to this question. There were five parts to this question, 2 respondents skipped part 48.1, 3 skipped part 48.2, 4 skipped part 48.3, 2 skipped part 48.4 and 2 skipped part 48.5. Therefore the bases for part 48.1, 48.2, 48.3, 48.4 and 48.5 are 530, 529, 528, 530 and 530 respectively.

Table 2:49: Q49. Have you ever had to move school as a result of you or your family not being satisfied with how the school managed issues relating to your sexual orientation or gender identity?

Response	Number of Respondents	% of Respondents
Yes	31	5.8%
No	500	94.2%
Total Δ	531	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔOne respondent skipped this question. Therefore, the base is 531.

Table 2:50: Q50. Overall, has your school made you feel welcomed and valued, as an LGB or T young person?

Response	Number of Respondents	% of Respondents
Yes	176	33.5%
No	350	66.5%
Total Δ	526	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔSix respondents skipped this question. Therefore, the base is 526.

Table 2:51: Q51. Has school felt like a safe place for you to be?

Response	Number of Respondents	% of Respondents
Yes	288	54.5%
No	240	45.5%
Total Δ	528	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

ΔFour respondents skipped this question. Therefore, the base is 528.

Table 2:52: Q52. In school who have you found to be most supportive and understanding of your gender identity/sexual orientation?

Response	Number of Respondents	% of Respondents
The other pupils	365	68.6%
The class teachers	68	12.8%
The senior teachers	36	6.8%
The Principal	26	4.9%
The Board of Governors	5	0.9%
The school counsellor	54	10.2%
External organisations that come into the school	58	10.9%
Other**	109	20.5%
Total RespondentsΔ	532	100.0%

**Please specify (n=108):

Friends (n=61), for example:

a few close friends who were also LGB&T

A small group of close friends

Didn't tell anyone/no one (n=30), for example:

I could never come out at my school, it very Christian orientated, and some teachers are very against it. Don't want my grades to be purposely put down as a result of who I like.

I felt scared to tell anyone at school due to what seemed to be a lack of understanding / a hush hush attitude about sexual orientation.

Teacher (n=12), for example:

Certain teachers who are openly LGBT

Some teachers were openly progressive, but they were few, very special teachers who have had a wonderful effect on many aspects of my life. The vast majority were silent about the issue, and were overshadowed by the minority of teachers who had loud negative views.

Other school Staff (n=2), for example:

Classroom Assistant

SENCO and assistants

Other (n=3), for example:

Other members of the LGB&T outside of school.

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. Only respondents that did not identify as 'Straight' in Q10 (n=535) could answer this question. Therefore, the base is 535.

Table 2:53: Q53. Does your school have sufficient information on LGB&T issues? E.g. information posters, videos, advertised help or advice available to pupils.

Response	Number of Respondents	% of Respondents
Yes**	42	7.9%
No	488	92.1%
Total Δ	530	100.0%

****If Yes, please provide details (n=35):**

A few posters saying "he's gay and we're cool with that"

A group was started to help combat homophobia and transphobia

A list of helplines, websites and support groups for pupils bullied about issues including sexual orientation

Although Rainbow Project had a talk

An LGBT alliance club. Posters around school. Supportive staff

I have attempted to put up LGBT positive posters around the school to raise the profile of the community however, I was stopped.

I have heard of a trans pupil in the same school who has been told to come dress as the gender they were born in comparison to the gender they identify

in are sex education talk we saw pics vids and more learnt new stuff

Information posters (x5)

Information posters and an LGBT group

It has a LGB&T club

None (x2)

Only remember one poster put up about LGTB issues. It was about the rainbow project and just was a column with its number.

Posters, groups, presentations, clubs

posters, videos, leaflets

Pretty much everything listed in the question

Really there is nothing, we have one poster that I know of, and many posters regarding education drugs abuse and so on. Sexual identity is generally ignored in my school

- That had leaflets and posters advertising LGBT groups in Belfast.
- The school I'm at now has an LBGT group, my previous one had no information.
- There are leaflets for genderjam (as demanded by a transgender pupil) but nothing for LGB issues/pupils
- There is nothing in relation to LGBT issues...it is a catholic school and hence things that that don't fit in with the ethos I suppose.
- There is one poster for Oasis/Prism LGBT&H Youth group in SRC. There was nothing in my previous school.
- There's absolutely no LGBTQA awareness
- There's a poster that is displayed on TVs around campus about an LGBT group that meets in Armagh, and the college works with the local Rainbow Centre at times which is really nice to see.
- We have a gay straight whatever group in our school
- We have a gay, straight whatever club
- We have a GSW group
- We have posters and even a LGBT+ club for anyone to go to. I feel like it is well talked about with the pupils.
- We have some posters, but they're not very noticeable, and we occasionally have a gsa assembly where we show a video of people standing up to homophobic bullying, and a slideshow of lgbt celebrities which is pretty cool :)

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Only respondents that did not identify as 'Straight' in Q10 (n=535) could answer this question and four respondents skipped this question. Therefore, the base is 531.

Table 2:54: Q54. What types of activity would you like to see the school introduce to better promote LGB&T needs and concerns across the whole school?

Response	Number of Respondents	% of Respondents
More inclusion of LGB&T issues and concerns in the curriculum (in a variety of classes)	461	86.7%
More inclusion of general equality and human rights issues in the curriculum (in a variety of classes)	418	78.6%
"One off" events and talks to classes and years by teachers	318	59.8%
External organisations being invited in to raise the profile	385	72.4%
Other**	50	9.4%
Total RespondentsΔ	532	100.0%

**Please provide details (n=47):

Better sexual education (n=18)

Better and more open sexual education. Teachers need to be more open and honest about sex and it's ridiculous that there's absolutely no mention of how sex actually happens. This is why teenagers get pregnant.

The sexual education we received was only what our catholic-run school 'allowed' us to know. No education on contraceptives, safe sex, safe and healthy relationships and potentials for being taken advantage of etc. We got taught about menstruation and that's about it. This needs to change.

LGB&T Groups in Schools (n=8)

I feel schools should have a support group like gsa (gay straight alliance) in America.

The start of LGBT communities in schools, communities that act in the same way as support groups do, in order to create a safe and confidential space for the LGBT students to meet.

Increased awareness of LGB&T issues (n=7)

Talk about it more in other classes than just in RE where it is mostly frowned upon to be LGBT

Training for staff on acceptable and unacceptable language, especially when it comes to transgender people and about not typecasting camp or butch students and treating them differently because of their sexual identity, or forcing an identity on them which they haven't discovered yet. Posters about gender identity and sexual orientation, university lgbt societies holding talks about being lgbt in higher education, local lgbt support groups information being readily available, stricter penalties for student who portray queerphobic or transphobic behaviours.

Educate teachers in issues (n=5)

More training given to teachers in how to deal with LGBT bullying and how to recognise it.

The teachers themselves need to be educated far better on LGBT issues and how to approach and talk about them.

Other (n=10)

Anything at all - there is NO inclusion of LGBT issues in the curriculum!!!!!!!!!!!!!!

Anything that makes sure LGBT children are forced into the corner.

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ Respondents could select more than one option. The base is 532.

Table 2:55: Q55. Overall, how would you describe your school's approach to pupils who are LGB&T?

Response	Number of Respondents	% of Respondents
Very supportive	29	5.5%
Supportive	75	14.1%
Neither supportive nor unsupportive	235	44.3%
Unsupportive	104	19.6%
Very unsupportive	88	16.6%
Total Δ	531	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ One respondent skipped this question. Therefore, the base is 531

2.7 Participating in Focus Groups

Questions in this section were visible to all survey respondents.

Table 2:56: Q56. Would you be willing to participate in a focus group? This will take the form of an informal discussion with a group of young people who are LGB&T to cover in greater depth the issues raised in this survey. You will also have the opportunity to raise any other issues you believe to be relevant to the subject of LGB&T young people’s experiences in schools.

Response	Number of Respondents	% of Respondents
Yes. I would be interested in taking part.	186	35.0%
No. I would not be interested in taking part.	345	65.0%
Total Δ	531	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Δ One respondent skipped this question. Therefore, the base is 531.

Table 2:57: Q57. Specifically, please identify the type of focus group you would be willing to attend?

Response	Number of Respondents	% of Respondents
LGB ONLY focus group (i.e. participants will all identify as LGB)	#	#
Transgender ONLY focus group (i.e. participants will all identify as transgender)	*	*
LGB & T focus group (i.e. participants will identify as LGB&T)	82	43.2%
No preference	61	32.1%
Total	190	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

‘*’ - to denote fewer than 5 cases; and

‘#’ - to denote a number (5 or greater) which has been suppressed to prevent the disclosure of information about identifiable individuals.

Table 2:58: Q58. Please provide a contact e mail address and phone number. A member of staff from PACEC, the company conducting this research, will be in touch regarding participation in a focus group.

Response	Number of Respondents
E Mail Address	158
Contact Number	140

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Table 2:59: Q59. Please indicate what location(s) would be most accessible to you.

Response	Number of Respondents	% of Respondents
Belfast	114	55.3%
Derry	27	13.1%
Newry	32	15.5%
Dungannon	13	6.3%
Ballymena	14	6.8%
Newcastle	6	2.9%
Total	206	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

Table 2:60: Q60. Please indicate the time of day you would most likely to be able to attend.

Response	Number of Respondents	% of Respondents
Week day morning	11	11.0%
Week day late afternoon	37	37.0%
Week day early evening	52	52.0%
Total	100	100.0%

Source: Survey of the Post-Primary School Experiences of 16-21 year old Young People who are Lesbian, Gay, Bisexual and/or Transgender, PACEC 2016

3 FOCUS GROUPS

3.1 Approach

As part of the survey, respondents were asked whether they would be willing to take part in a focus group to further explore the topics within the survey; those who opted into the focus groups were asked:

- to provide contact information;
- preferences regarding location and time of day for taking part in a focus group;
- to identify the type of focus group they would be willing to attend: LGB only, transgender only, LGB&T focus groups and no preference.

Analysis of the responses to these questions was undertaken to identify the most suitable locations and time of day to arrange the focus groups. Following this a flyer was developed and mailed to all respondents who indicated they were willing to take part in a focus group; and respondents were encouraged to confirm their attendance by way of an email or phone call to PACEC. To encourage further attendance a number of rounds of follow up were conducted including additional emails and a number of calls to those willing to be contacted by phone. In addition a reminder email was sent the morning of each focus group to those who confirmed that they would be attending that evening's focus group.

3.2 Number of Focus Groups and Participants

PACEC met with groups of LGB&T pupils and young people to cover in greater depth the issues raised in the survey and also give participants the opportunity to raise any other issues they believed to be relevant to the subject of LGB&T young people's experiences in schools.

All focus groups were facilitated by Gavin Boyd of the Rainbow Project and attended by a representative of PACEC; a representative from the DE steering group also attended three of the focus groups. Copies of the topic guides used are in the next sections.

Of the six focus groups organised, five went ahead but sixth was cancelled due to low numbers registering to attend. The person who registered to attend the group in Ballymena was offered the opportunity to do a telephone interview instead, but did not take this up. Overall, 28 young people attended five focus groups (though as 2 people attended 2 groups there were 26 unique individuals).

Table 3:1 Focus group details

Date / Time	Venue	Attendees
01/02/16 / 5:30-7pm	Belfast LGBT Centre	6
02/02/16 / 5:30-7pm	Newry Youth Resource Centre	4
03/02/16 / 5:30-7pm	Foyle LGBT Centre	11
09/02/16 / 5:30-7pm	Belfast LGBT Centre (Transgender Only)	4*
10/02/16 / 5:30-7pm	Dungannon Youth Resource Centre	3*
11/02/16 / 5:30-7pm	Ballymena N-Gage	CANCELLED – 1 person who registered was offered the opportunity to carry out a telephone interview instead; did not take this up

*Note: * 2 people attended both focus groups: 9 Feb (Belfast) & 10 Feb Dungannon. Source: PACEC, 2016*

3.3 Topic Guide – LGBT Focus Groups

Outline:

The purpose of the focus group is to allow LGB&T young people to provide more in-depth answers to questions asked in the online survey which are informed by their personal experiences in education. The focus groups session should last no more than 90 minutes. Below are the introductory remarks and questions which will be asked during the session with examples of follow-up questions which will be used to gather more complete answers.

Requirements:

- Flip chart paper
- Marker pens
- Biro pens
- Blank stickers
- Audio Recorders

Introduction (10 minutes)

Facilitator will thank the participants for completing the survey and for agreeing to be a part of the focus group. The Facilitator will outline the background and the objectives of the research and stress the independence of the research. The Facilitator and other attendees (i.e. PACEC representative and DE representative) will introduce themselves and give a brief explanation of their role.

The facilitator will explain that, although their discussions will be recorded, they will be completely anonymous in the written report and all recordings will be held confidentially.

The facilitator will encourage the young people to be open and honest about their experience in school.

The facilitator will then ask everyone to take a sticker and a marker and write their name and the pronouns they use on their stickers and affix to their clothing. Participants, starting with the facilitator will then introduce themselves with their name, age, sexual orientation and gender (if they feel comfortable disclosing this) and a short description of the school or college at which they are currently, or were formerly, attending.

Question 1 (20 minutes): Explain your experience of being a LGB&T pupil at school? (Positive and negative)

- Are you out? If so, how did you come out? at what age?, to whom? what was their reaction? How comfortable did you feel being out in school?
- If not out, is there a reason? Is there anything that would have made you more comfortable to be out in school?
- Do you know of other LGB&T young people at school?
- What sources of information/support/advice did you use when you thought you might be LGBT? How useful was this?
- Have/had you access to any societies or groups in school?
- Did your experiences of being LGBT at school impact upon your attendance?
- Did your experiences of being LGBT at school impact upon your attainment?
- Did your experiences of being LGBT at school impact upon your mental health and well-being?

This question will allow the participants to give a broad overview of their experience in education and will help bring to mind particular experiences, positive and/or negative, which shaped their overall perception of school.

Question 2 (15 Minutes): Did your school cover LGB&T/sexual orientation issues within the school curriculum?

- What classes covered these issues?
- What LGB&T issues were discussed?
- Did you find this helpful/ informative?
- How were you directed to any additional resources/guidance?

Question 3 (15 Minutes) Have you experienced bullying at school because of your sexual orientation?

- Are you familiar with your school's bullying policy?
- How would you describe your school's approach to bullying?
- If you experienced bullying, did you report it? If not, why not?
- What support was provided to you?
- Is there a way you would do it differently?
- Do you think the school could have handled it differently?

This question will allow participants to explain how their school deals with bullying and in particular homophobic and transphobic bullying. It asks them to think about specific references made to LGB&T people and how the young people perceived them.

Question 4 (15 minutes): If you were having a problem in school about your sexual orientation or your gender, how would/did you deal with it?

- Did you have a particular teacher/pastoral care teacher who you could approach to discuss any problems you may have?
- If yes. Did you find them helpful?
- Did they direct you to available resources/organisations?

This question will allow the participants to describe their help-seeking processes and if they can recognise an authority from their educational experiences who was or could be a source of help. It also allows for participants to describe whether they felt school responses were helpful.

Question 5 (15 minutes): Have you any suggestions to make about your experiences in school as a LGB&T young person and issues that affect/affected you?

- To date what impact has the school environment had on your life?

This question will allow participants to outline what they feel would be effective changes, if any, that would improve the experiences of LGB&T young people in education

Closing (5 minutes)

The facilitator will thank all the participants for attending and for speaking about their experiences. The facilitator will then reiterate the fact that the participants will be anonymised in the report and all information will be held confidentially. The participants will then be told about the next part of the research processes.

3.4 Topic Guide – Transgender Focus Groups

Outline:

The purpose of the focus group is to allow transgender young people to provide more in-depth answers to questions asked in the online survey which are informed by their personal experiences in education. The focus groups session should last no more than 90 minutes. Below are the introductory remarks and questions which will be asked during the session with examples of follow-up questions which will be used to gather more complete answers.

Requirements:

- Flip chart paper
- Marker pens
- Biro pens
- Blank stickers
- Audio Recorders

Introduction (10 minutes)

Facilitator will thank the participants for completing the survey and for agreeing to be a part of the focus group. The Facilitator will outline the background and the objectives of the research and stress the independence of the research. The Facilitator and other attendees (i.e. PACEC representative and DE representative) will introduce themselves and give a brief explanation of their role.

The facilitator will explain that, although their discussions will be recorded, they will be completely anonymous in the written report and all recordings will be held confidentially. The facilitator will encourage the young people to be open and honest about their experience in school.

The facilitator will then ask everyone to take a sticker and a marker and write their name and the pronouns they use on their stickers and affix to their clothing. Participants, starting with the facilitator will then introduce themselves with their name, age, sexual orientation and gender (if they feel comfortable disclosing this) and a short description of the school or college at which they are currently, or were formerly, attending.

Question 1 (20 minutes): Explain your experience of being transgender at your school?

- Are you out? If so, how did you come out?, at what age?, to whom? What was their reaction? How comfortable did you feel being out in school?
- If not out, is there a reason? Is there anything that would have made you more comfortable to be out in school?
- What are the things that changed if you came out as transgender in school?
- Do you know of any other transgender young person at school?
- What sources of information/support/advice did you use when you thought you might be LGBT? How useful was this?
- Have/had you access to any societies or groups?
- Did/does your experiences impact on your attendance at school/
- Did/does your experience impact on your attainment?
- Did/does your experience impact on your mental health and well-being?

This question will allow the participants to give a broad overview of their experience in education and will help bring to mind particular experiences, positive and/or negative, which shaped their overall perception of school.

Question 2 (20 Minutes): What are the particular challenges for transgender young people and how did/does your school help you with those challenges?

- What about names/changing facilities/toilets/trips etc.
- Do/did you have access to a particular teacher/pastoral care who you could approach to discuss problems etc.?
- If yes. Did you find it helpful?
- Did they direct you to available resources/societies/support groups?

This question will allow the participants to outline what their particular experiences have been. As most transgender young people have very personal and individual experiences of being transgender in school, this question will raise issues such as names, uniform, access to facilities and general acceptance.

Question 3 (15 minutes): Did your school cover transgender issues within the school curriculum?

- What classes covered this issue?
- What transgender issues were discussed?
- Did you find this helpful/informative?
- Were you directed to any additional resources/guidance?

Question 4 (15 Minutes): Have you experienced bullying because you are transgender?

- Are you familiar with your school's bullying policy?
- How would you describe your school's approach to bullying?
- If you experienced transphobic bullying, did you report it? If not, why not?
- Was there a particular staff member who you could talk to?
- If there a way of doing it differently?
- Do you think the school could have handled it differently?

This question will allow the participants to describe their help-seeking processes and if they can recognise an authority from their educational experiences who was or could be a source of help. It also allows for participants to describe whether they felt school responses were helpful.

Question 5 (15 minutes): Have you any suggestions to make about your experience in school as a transgender person and issues that affect you?

- To date what impact has the school environment had on your life?

This question will allow participants to outline what they feel would be effective changes, if any, that would improve the experiences of transgender young people in education

Closing (10 minutes)

The facilitator will thank all the participants for attending and for speaking about their experiences. The facilitator will then reiterate the fact that the participants will be anonymised in the report and all information will be held confidentially. The participants will then be told about the next part of the research processes.



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Research cannot make decisions for policy makers and others concerned with improving the quality of education. Nor can it by itself bring about change. But it can create a better basis for decisions, by providing information and explanation about educational practice and by clarifying and challenging ideas and assumptions.

Any views expressed in the Research Report are those of the authors and not necessarily those of the Department of Education.