

**LGBTI+ SAFE AND SUPPORTIVE  
SCHOOLS AND SERVICES  
PROJECT: AN INTRODUCTION ON  
HOW TO USE THE SASS TOOLKIT  
TO COMBAT BULLYING,  
EXCLUSION, AND ISOLATION OF  
LGBTI+ YOUNG PEOPLE IN  
SCHOOLS AND SERVICES**

**MATT KENNEDY  
BELONG TO YOUTH SERVICE  
POLICY AND RESEARCH**



# Presentation Layout



- Introductions: What is BeLonG To Youth Service?
- Context
- Safe and Supportive Schools Model Overview
- Methodology
- How to use the SASS Toolkit in your practice or to inform your research
- Findings
- Questions

## Our Vision

is a world where LGBTI+ young people are equal, safe, and valued in the diversity of their identities and experiences.

## Our Mission

is to support LGBTI+ young people as equals to achieve our vision through youth work, changing attitudes, and research.



## OUR VALUES

OUR CORE VALUES ARE THOSE OF **INCLUSION, INTEGRITY, AND RESPECT**, IN AN ENVIRONMENT OF **HONESTY AND OPENNESS**. OUR PURPOSE IS TO CREATE A **WELCOMING, SUPPORTIVE, SAFE, AND FUN SPACE FOR LGBTI+ YOUNG PEOPLE**. WE ARE COMMITTED TO **COLLABORATION AND YOUTH PARTICIPATION**. WE BELIEVE IN **SOLIDARITY AND INTERSECTIONAL EQUALITY**, AND OUR WORK FOCUSES ON **HUMAN RIGHTS AND SOCIAL JUSTICE**. WE ARE DEDICATED TO **CONTINUOUS IMPROVEMENT** IN EVERYTHING WE DO.

# Safe and Supportive Schools Model Overview



This 'toolkit' is for Post-Primary School staff who want to create safe and supportive schools that are fully inclusive of Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI+) young people.

The 'LGBTI+ Safe and Supportive Whole-School Community model' was developed for both BeLonG To and Health Promotion and Improvement (Health and Wellbeing Division - Health Service Executive).

It is informed by national and international good practice.

It has been intensively piloted in Donegal Post-Primary schools with positive outcomes.

## RESEARCH

- LGBTIreland Report (2016)
- Taking the Temperature: Developing and Piloting an LGBT-Positive School Climate Evaluation Tool for Post-Primary Schools in Ireland (2017)
- BeLonG To National School Climate Survey/research, Empathy research & youth service practice

## POLICY

- LGBTI+ National Youth Strategy 2018-2020
- Department of Education & Skills Action Plan on Bullying and Mandatory Reporting Procedures (2013)
- Better Outcomes, Brighter Futures: National Policy Framework for Children and Young People 2014-2020



# Context

SASS was developed in the context of international and national research, policy and legislation which highlighted a demand for a programme and resource to address the reoccurring issues facing LGBTI+ youth in Ireland

## Facilitators

HSE involvement • BeLong To expertise • Quality of training • Stand Up!  
Effective curriculum • Extra-curricular work • Student involvement

### Inputs

- HSE Funding
- HSE Staff time
  - project planning and development, and training and support
- Belong To time
  - project coordination input, planning and development, training and specialist support
- Participating schools' time
  - in-school coordination, participation in training and curriculum delivery

### Key Outputs

- Whole school training for staff
- Growing up LGBT resource training for SPHE/RSE staff
- Awareness session for BoM and PA
- Community awareness session
- Growing up LGBT curriculum resource delivered to students
- Schools participate in Stand Up!
- Extra-curricular activities

### Impact/Benefits

#### Teachers

- Attitudes toward LGBT young people increases from baseline to end of project
- Knowledge of LGBT issues, homophobic bullying, etc. increases from baseline to end of project
- Ability to respond to homophobic bullying enhanced

#### Students

- During interviews students report benefits in attitudes & knowledge

Sustained over time? Competing demands Mainstreaming? Difficult to monitor Need for on-going support

## Barriers

# METHODOLOGY

The LGBT Safe and Supportive Schools Project delivered in Donegal was established to develop and test a Whole School Community Model designed to create schools that are fully inclusive of LGBT young people. In part the project was motivated by findings from listening to teachers at LGBT awareness training and an initial survey of post-primary schools in Donegal. Both suggested that such a project would benefit schools in the county.

- EMPOWERED SCHOOLS TO TACKLE HOMOPHOBIC AND TRANSPHOBIC BULLYING IN ALL ITS FORMS
- INVOLVED A WHOLE-SCHOOL COMMUNITY APPROACH
- WAS JOINTLY LED BY A VOLUNTARY AND STATUTORY AGENCY
- SPANNED A FULL ACADEMIC YEAR
- INVOLVED WHOLE STAFF TRAINING (TEACHING AND NON TEACHING) AT PARTICIPATING SCHOOLS
- INVOLVED A HIGH LEVEL OF ACCESS TO THE FULL SCHOOL COMMUNITY OVER A TWELVE MONTH PERIOD
- WAS RIGOROUSLY TESTED THROUGH THE ADMINISTRATION OF INTENSIVE QUESTIONNAIRES AT FOUR POINTS OVER A TWELVE MONTH PERIOD AND THROUGH THE USE OF 'CONTROL' SCHOOLS

# Project Aims





How to use the  
SASS Toolkit in  
your practice  
or to inform  
your research





THE MODEL COMPRISES SIX KEY AREAS THAT OVERLAP AND INTERLINK TO PROVIDE A COMPREHENSIVE APPROACH TO DEVELOPING A SAFE, SUPPORTIVE AND INCLUSIVE SCHOOL.

# Whole Community Approach

# Findings

	Baseline		Pre-Training		Post-Training		Size of impact
	M	(SD)	M	(SD)	M	(SD)	
<b>Knowledge Total</b>	16.97	(2.5)	16.34	(3.04)	19.50	(1.2)	Large**
<b>Positive Attitude Total</b>	151.61	(18.5)	146.68	(21.7)	169.62	(12.0)	Large**

\*=<.05, \*\*<.01. Note: 'Size of impact' based on Partial  $h^2$  effect size (small >.02, medium >.13, large>.26).

Table 2: Awareness of policy climate (% reporting that they were aware)

	Baseline % Aware	Pre-Training % Aware	Post-Training % Aware	Size of impact % Aware
<b>National Policy Awareness</b>	43.3	23.3	90	Large**
<b>National Legislation Awareness</b>	37	23.3	86.7	Large**
<b>School Bullying</b>	100	100	100	-
<b>School Homophobic Bullying</b>	57.1	35.7	92.9	Large**
<b>School Transphobic Bullying</b>	20.8	14.3	52	Medium*
<b>School Equality</b>	76.9	64.3	78.6	NA
<b>School Equality LGBT</b>	46.2	21.4	70.4	Medium*
<b>School Confidentiality</b>	60.7	65.5	85.2	NA

\*=<.05, \*\*<.01. Note: 'Size of impact' based on Partial  $h^2$  effect size (small >.02, medium >.13, large>.26).

Table 3: Confidence explaining policy to other member of staff

	Baseline Confidence		Pre- Confidence		Post- Confidence		Size of Impact
	M	(SD)	M	(SD)	M	(SD)	
<b>National Policy LGBT in school</b>	1.86	(1.57)	1.93	(1.55)	3.97	(0.96)	Large**
<b>School Bullying</b>	4.17	(0.71)	4.03	(1.16)	4.47	(0.68)	NA
<b>School Homophobic Bullying</b>	3.07	(1.32)	2.87	(1.43)	4.10	(1.01)	Large**
<b>School Transphobic Bullying</b>	2.23	(1.39)	2.53	(1.31)	3.90	(1.06)	Large**
<b>School Equality</b>	3.39	(1.29)	3.39	(1.23)	4.17	(0.93)	Medium**
<b>School Equality LGBT</b>	2.62	(1.35)	2.70	(1.34)	3.83	(1.15)	Large**
<b>School Confidentiality</b>	3.18	(1.49)	3.80	(1.19)	4.17	(0.76)	Medium**

\*= $.05$ , \*\*= $.01$ . Note: 'Size of impact' based on Partial  $h^2$  effect size (small  $>.02$ , medium  $>.13$ , large  $>.26$ ).

Questions



PLEASE SIGN UP TO OUR MAILING LIST TO STAY IN TOUCH, GET FURTHER INFORMATION AND TRAINING. SIGN UP TO BE SENT PHYSICAL COPIES OF OUR RESOURCES.

**Thank you**