

Any policy that seeks to deal with the crisis of homophobic violence in Brazil then, must not only confront multiple types of verbal and physical violence that scourge the lives of LGBT people, but also... take this contradiction or ambiguity around [sexual] acceptance as its point of departure.

*Silvia Ramos at Cândido Mendes (UCAM)*

# *Bullying homofóbico nas Escolas*



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# What Is Bullying?

Bullying is a long-term relationship built on acts of repeated aggression performed by a more powerful subject against a victim who is somehow helpless. “Bullying is typically considered a relation of power of one or more individuals over another with attacks that are repetitive and intended to harm.” Sears, Homophobic Bullying, Special Issue, *J. of Gay & Lesbian Social Work*, 2008

# What Is Homophobia?

“...has evolved to less clinical use....  
Prejudice, discrimination, harassment, or acts of violence against sexual minorities, including lesbians, gay men, bisexuals, and transgendered persons evidenced in deep-seated fear or hatred of those who love and sexually desire those of the same sex.” Sears, *Overcoming Homophobia & Heterosexism: Strategies That Work*, p. 16

# Psychological Functions of Homophobic Bullying

- Herek's empirical work has found four chief **psychological functions of homophobia**. Two of these are directly relevant to understanding bullying:
  - ◆ **social expressive**: winning approval and acceptance from significant others
  - ◆ **ego defensive**: functions to prevent anxieties, insecurities, or troubling thoughts about one's sexuality or gender
- **Internalized homophobia** can result in severe self-hatred, fear of discovery, extreme isolation, high risk for suicide, as well as acts of violence toward out LGBT individuals. By violently rejecting same-sex feelings, the perpetrator internalizes homophobic attitudes and self-hatred. This internal dissonance could result in violence against LGBT individuals to prove "heterosexual manhood" to himself and to his peers, suggesting that the norms and taboos of a society, as they relate to sex, gender, and sexuality, might well be rooted in the construct of masculinity.

# 10 Bullying Myths

- Girls don't bully
- Bullying is just kid's stuff
- Victims are sometimes their own worst enemy
- Bullying occurs mainly in urban schools
- Adults don't bully
- Bullying is primarily about personal psychology
- The bullied is the only victim
- Bullying is about anti-social behavior; its content (gender, sexuality) is not relevant
- Most anti-bullying efforts/programs should be placed at the fifth year level and higher.
- Policies against bullying will solve the problems facing LGBT youth

# Prevalence of Homophobic Bullying

*Verbal abuse, graffiti, and other antigay activities permeate everyday relations among students. although all children experience some form of gendered and sexualized teasing, it is often those girls and boys who subvert and resist (hetero)normative gender identities who routinely receive homophobic and anti-gay abuse At-school victimization is disproportionately associated with those identified as LGBT.*

- In April 2005, a U.S. survey of 1,732 gay, lesbian, bisexual and transgender teens between 13 and 20 reported:
  - ◆ Almost two-thirds had been verbally harassed because of sexual orientation and half because of gender identity.
  - ◆ More than a third of those surveyed suffered anti-gay physical harassment, and 25 percent experienced anti-transgender physical harassment.
- Two-thirds of Northern Ireland LGBT students recently surveyed reported verbal abuse; one-half of LGBT Republic of Ireland students in 2006 reported being bullied within the last 3 months. In a survey of 2354 **primary school children**, 1/4 of girls and 1/3 of boys reported bullying within the last 3 months.
- In a recent survey of over 900 junior high and high school students in America:
  - ◆ 57 percent reported hearing homophobic remarks at school, and nearly three-fourths reporting hearing the comment “that’s so gay” frequently.
  - ◆ Sixty-nine percent of LGB youth in grades seven through twelve reported feeling unsafe in their schools, and one-third reported that they missed at least one day of school in the past month because they felt unsafe.
- In 2008, *Brazil Preventing School Harassment Survey* of 206 students from an urban high school found only 30% agreeing that their school was safe for LGBTQ students

# Prevalence of Homophobic Bullying

- 30-50% of UK lesbians and gay men report homophobic harassment at school; rates for incidences of general bullying among pupils are around 10-20%.
- Researching 16,422 students, 3,099 teachers, and 4,532 parents in private and public schools in 13 most important state capitals, the study covered Brazilian students from the fifth to eleventh grades.
  - ◆ On average, **one in four students is unwilling to have homosexual as schoolmate**, though girls are more welcoming than boys.
  - ◆ Harassment against homosexuals is ranked by boys (in sixth position) and girls (in third position) as the most “unbearable” form of violence.
- Australian **schools were the site of 70 percent of the homophobic abuse** disclosed by same-sex attracted young people.
- For Chinese boys, being different invites ridicule, isolation, bullying, and intimidation by fellow students. Name-calling such as *niang niang qiang* (sissy boy), *tong xing lian* (homo/fag), and *jia ya tou* (fake girl) are common scorn and mimicry. Although more straight-looking and acting gay students can remain closeted, their **more effeminate appearing counterparts, irrespective of their sexual orientation, usually experience harassment**. *Niang niang qiang* can avoid bullying if they earn excellent grades, garnering praise and compliments from teachers.

*“To write graffiti is to communicate; one never finds graffiti where they cannot be seen by others.”*

- Both internationally and cross-culturally, the graffiti found in men’s bathrooms are consistently different to that found in women’s bathrooms.
- Male bathroom graffiti are more self-centered and competitive. Men use graffiti to intimidate groups who threaten their dominance. They make significantly more derogatory inscriptions—and homosexuals are one of the primary objects of denigration:
  - Fags of [Name of school deleted] unite. If we don't AIDS will.
  - So we can burn you together bitches.
  - All you fags and dykes will burn for eternity.



# Bullying in Rural Areas

- Harassment is particularly pervasive in [under-served rural communities](#), which have been largely unaffected by progress in urban schools or access to LGBT support. Dependence on others for transport to events that are usually held outside their community exacerbates rural isolation. Concerns about privacy, community attitudes, and social stigma are also significant obstacles for LGBT youth.
- In U.S. national survey of teens, students in rural areas rated their schools as the most dangerous.
- One study on rural Australian youth, found boys tend to be especially disturbed by the idea that one among them might be gay, particularly if he is gender non-conforming.
- Rural LGBT and LGBT-friendly educators, too, usually lack administrative and community support to participate in or launch professional development programs on LGBT issues.

# The “Gaze” & the Bully

- Bullying is NOT anti-social behavior.
  - ◆ Bullying affords dominance and social status and is often rewarded and supported - directly or indirectly - by others.
  - ◆ Victimizer + Victim+ Onlooker
- Victims are often targeted not because of *who* they are but rather for *what* they are or represent
  - ◆ The victim often exhibits any non-conventional form of behavior, identity, relationship, or community which can be used to create cultural capital for the bully.

# Anti-Gay Bullying: Bullies *and* Onlookers

- The NMHA survey, conducted by International Communications Research, completed telephone interviews with a US representative sample of 760 kids (ages 12-17) about their experience with and opinions about anti-gay bullying.
  - ◆ Nearly four out of five (78%) of teens reject expressions of anti-gay bias; **BUT** Only 5% of those say they try to stick up for targeted kids.
  - ◆ Four percent of teens participate in anti-gay bullying or think that it is funny or justified; they make comments such as "I don't think much of it, we are just playing around."
- A University of British Columbia, based on 490 students (half female, half male) in Grades 8-10 found:
  - ◆ 64% of kids had been bullied at school. 12% were bullied regularly (once or more a week).
  - ◆ 13% bullied other students regularly (once or more a week).
  - ◆ One in four said bullying is sometimes Okay; one in three that it is OK to pick on losers.
  - ◆ 80% said bullies are often popular and enjoy high status among their peers.

# Anti-Gay Bullying: Bullies *and* Educators

*Some schools, administrators, and teachers are proactive in assuring that the school environment is free from bullying; many more have limited awareness of or are not prepared to understand and manage issues of same-sex identity or sexuality. **School personnel often do not take sexual/gender-motivated bullying seriously, even for students for whom harassment and victimization experiences are pervasive.** Some even express the belief that victims “cause” their harassment.*

- Only 16.5 percent of LGB students surveyed in the U.S. said school staff members often intervened when they heard anti-gay insults. Some **18 percent of respondents said they heard staff members make homophobic comments.**
- Brazilian educators perceive such violence and threats of violence as isolated cases. **Dismissed by teachers and school staff as “unimportant stuff,”** their attitudes reinforce the isolation and humiliation experienced by queer youth. Yet, a recent multivariate study has found that teacher intervention in harassment is predictive of school safety for LGBT students
- Youth in America hear more than two dozen anti-gay comments each day in school. When teachers hear these remarks, **they fail to respond to them 97 percent of the time.**
- In a study of 307 schools in England and Wales, 82% heard homophobic verbal bullying and one-in-four were aware of homophobic physical bullying. **90% of these schools anti-bullying policies did not cover homophobic bullying.**
- 79% of Irish teachers surveyed reported homophobic verbal bullying and 16% were aware of physical bullying; **nine out of ten also reported their school’s anti-bullying policy did not include any reference to LGBT bullying.**

# Bullying and Gender

## ■ Categories of bullying

- ◆ Overt aggression is verbal and physical harassment or abuse in public situations with non-intimate peers
- ◆ Covert aggression involves a panoply of secret strategies such as rumor-spreading designed to stigmatize and, therefore, isolate, victims from social groups.

## ■ Gender Differences

- ◆ Males prefer direct aggression and females indirect.
  - ★ The preference for covert form of bullying by females is seen as early as preschool. Girls use verbal bullying with names like “slut,” “whore,” “dyke,” “dog,” and “leso.”
  - ★ Males typically show greater intolerance toward homosexuality than females and victims of overt bullying are predominantly male.
  - ★ Young lesbians and bisexual women, in a UK study, are especially vulnerable to being bullied compared to their heterosexual peers—30 percent, 35 percent and 20 percent, respectively.

## ■ Bullying contributes to reproduction of gender and sexual identity hierarchies (performance and enforcement)

- ★ Masculinities and gender role/gender expectations
- ★ Sexualities and sexual identity/behavior expectations
- ★ 15-year-old Brazilian boy admitted in 2007 on being partially responsible for attack against openly gay 19-year-old student. The boy told police that the bashing started because he thought that the student was hitting on him. All three suspects were let go.

# Bullying and Trans-Gender

- Transgender youth are particularly vulnerable to bullying by peers and adults. Nearly a third more transgender students than their LGB peers endure physical harassment.
- Ninety percent of self-identified transgender youth feel unsafe in their school because of their gender, as compared to less than half of male (46 percent) or female (41 percent) students in the same study .
- Over half of transgender students in Northern Ireland experienced physical assault.

# Bullying and Race

- Studies are generally silent on the relationship between bullying and social class or race.
- Black and Asian young people, in the UK, have been reported to be more likely to experience homophobic physical abuse than sexual minority respondents overall, 57 compared to 47 percent.
- Young people from racial and minority ethnic communities may find it especially difficult to report homophobic bullying, since racism and homophobia can become conflated, limiting ideas about what constitutes proper and appropriate forms of masculinity and femininity. The [choice between communities must often be made](#).
- Harassment against LGBT students of color is usually combined with racial and ethnic harassment. Nearly one-half of queer students of color in the US reported being harassed because of their sexual orientation *and* race.

# Consequences of Homophobic Bullying

GLB students are:

- ◆ Twice as likely to have skipped school because of feeling unsafe
- ◆ 1.5 times more likely to report being in a physical fight at school
- ◆ Twice as likely to have been threatened or injured with a weapon
- ◆ 1.5 time more likely to have carried a weapon at school in the past month



# Consequences of Homophobic Bullying

- Youth Risk Behavior Survey found boys harassed because of perceived sexual orientation in the thirty days prior to the survey to be six times more likely to commit suicide.
- A major United Kingdom study found about **one-half of LGB pupils who are bullied contemplate harming themselves.**
- About one-in-five youth in this study experienced long-term effects from such bullying (Post-Traumatic Stress Disorder). Most, though, evidence resilience. What accounts for the difference?
  - ◆ Through the use of multivariate analysis, these researchers found a “trend suggest[ing] that **those who had not disclosed their sexual orientation were more likely to suffer from symptoms associated with PTSD** than those who were ‘open.’”

# Resiliency

- All LGBT youth (or those perceived to be LGBT) share a risk context: all are anti-LGBT bias targets. However, not all LGBT youth are at risk.
- Resiliency depends on:
  - ◆ **Protective factors** are environmental or innate characteristics that are more difficult to change: a well-functioning family system, good schools, physical and social attractiveness, high intelligence.
  - ◆ **Developmental assets** can be imparted through socialization and development: youth-adult partnerships and mentorship, strong sense of life goals, positive self-esteem, etc.
- **Protective factors and developmental assets reinforce one another.** A supportive family, for example, can advocate for change in, or remove a young person from, a problematic school; A supportive school can help a LGBT young person cope in a difficult family situation.
- For many LGBT youth, risk factors are sufficiently absent and/or protective factors and developmental assets are sufficiently present to create positive developmental outcomes. However, ***problem-free is not necessarily fully prepared for adulthood.***

# Agency

- Highlighting the problems of young queers, often renders them as passive victims who are at-risk; powerless in the face of homophobic bullying.
- Being “at risk” is usually understood as an individual or personal problem by school authorities, while those aspects of school culture that contribute to heterosexism, homophobia, and heteronormativity remain unexamined.
- Agency refers to the ability of individuals to act autonomously—to have control over their lives, to make choices, and actively pursue their interests and desires.
- Agency among LGBT youth includes: **resisting and challenging** homophobic bullying, **interrogating and questioning** taken-for-granted assumptions that serve deny agency (e.g, the notion that young queers must hide their sexuality in order to reduce the risk of reprisal or must rely on others to act on their behalf), recognizing that they have skills, knowledge, and experiences and **championing** those to the good of others.
- Youth Workers and Educators encourage agency: support queer youth who wish to be “out,” encourage the presence and participation of queer staff; implement educational policies that specifically name “sexual orientation” and “homophobic bullying,” provide queer space within the formal and hidden curriculum, and has links to queer youth support agencies.

# Creating Change to Combat Homophobic Bullying

- ✓ **Educational policies, legal mandates, and school-based practices**
- ✓ **Training**
- ✓ **Programs, curriculum, and pedagogy**
- ✓ **Supportive school climate**

# Creating Safer Schools

The eventual involvement of the *entire school* in making schools safer for LGBTQ students is necessary in order to achieve this goal. There are several key elements that contribute to an effective and lasting school safety program:

- Anti-bullying and harassment **educational policies, legal mandates, and school-based practices** that *specifically include* actual or perceived sexual orientation and gender identity;
- **Training** for school personnel (administrators, teachers, custodial and security staff) on identifying and responding to bullying and harassment, including specific attention to issues of gender identity and sexual orientation;
- **Programs, curriculum, and pedagogy** designed to increase the understanding, awareness, and support for sexual minority school personnel and students; and
- Development of a **supportive school climate** for sexual minority teachers and youth, including attention to queer youth development and co-curricular activities.

# Creating School-Based Practices

- Collaborate with students, faculty, staff, and administrators to adopt meaningful anti-bullying policies and procedures that explicitly include bullying on the basis of gender identity and sexual orientation.
- Assist school personnel in recognizing homophobic bullying, understanding its impact on school climate and students' learning, and responding to it effectively
- Assist students with strategies and support to challenge name-calling and report physical bullying
- Establish formal report and complaint procedures
- Document and report behavior to the administration, which takes prompt remedial action.
- Use inclusive language in written and oral communications
- Develop long-term goals and strategies
- Work to reduce bigotry, self-hatred and violence by increasing tolerance for sexual differences through curriculum revisions and counseling practices
- Provide a welcoming space for LGBT students
- Integrate LGBT education issues in faculty & staff diversity training
- Aid communication between LGBT youth and their families and schools and facilitate integration of LGBT families into the school community

# Creating Legal Mandates

*Establishment and implementation of **legal mandates**, bringing the legal **liability** to school officials while providing them with skills and resources to promote a safe school climate.*

- Landmark court cases, such as a federal court held in *Nabozny v. Podlesny* that a school that failed to protect a gay student from pervasive and extensive physical and verbal harassment violated his constitutional rights.
- In 1996, a grade 11 student, Azmi Jubran, filed a human rights complaint against the North Vancouver School District, claiming he was the victim of unrelenting homophobic slurs. Initially he won his case but this was reversed on appeal since Jubran did not identify as gay.
- In 2002, siblings David and Katherine Knight of Burlington, Ontario, launched a \$500,000 lawsuit against their former school board for not protecting them against years of bullying, much of which was homophobic in nature.

# Creating Training Projects

- The British Columbia Teachers' Federation and the Alberta Teachers' Association have developed programs for teachers on LGBT issues, especially concerning pedagogical practice and at-risk youth. Gay and Lesbian Educators of BC and the McCreary Centre Society in BC likewise provide educators with resources and strategies for reducing homophobia in schools and for supporting LGBT-inclusive classrooms.
- GLBT Educational Equity (GLEE) is an action research project based at Oulu University in Finland that co-empowers teachers to promote lesbian, gay, bisexual, and transgender (LGBT) equity in schools. The project successfully obtained EU funding and involves schools from Portugal, the United Kingdom, and Ireland. The project activities in Portugal, for example, have included: (1) the development of school curricula with the integration of LGBT content into dance classes; (2) workshops for teachers to raise awareness of LGBT issues; (3) presentations at conferences, including a video of the dance lessons and discussion of strategies to integrate these issues; (4) a teachers' survey to gauge awareness and understanding about homophobia; and, (5) school projects such as art and photo exhibitions to raise awareness about racism and homophobia.
- In the United Kingdom is the "EI Pack" for training teachers that includes lesson suggestions along with resources like photographs and games. Another product is a video, *How to Prevent Homophobia in Schools*, with guidelines for implementing a school-based project and interviews conducted during dance classes with students, ages seven to twelve-years-old, as well as interviews with teachers about issues of homophobia.



# Creating Supportive School Climate, Queer Youth Development

## *Fostering student leadership and promoting resilience among LGBTQ students*

- No'ar Ge'eh (Youth Pride) is active in more than a dozen locations throughout **Israel**, over a thousand members take part in weekly activities with one hundred volunteers, providing guidance and assistance. Through an affiliation with the adult LGBT community, youth are assumed to be better able to participate in society with confidence and pride. Youth Pride offers a wide range of social activities as well as furnishing aids to combat homophobia and facilitate a healthy identity formation. Two boards of professionals—one is a supervisory committee; the other conducts research and is responsible for collecting and disseminating information concerning LGBT youth—maintain standards of operation. All these endeavors have been accomplished outside of the national education system.
- Rainbow Youth **of NZ** provides support, contact, information, education, and advocacy for LGBT youth. This youth-led organization facilitates regular groups where young persons can meet, socialize, and gain support from others who experience similar issues. It facilitates workshops in schools to increase awareness of LGBT youth and share experiences of coming out. Workshops are designed to fit with the national curriculum, to decrease homophobia, and to create safe, supportive, learning and working environments.
- Camp FireFly in Canada. 1 week residential camp hosted by university.
- SIGNS is a project of the Youth Enrichment Services (YES) Program of the Lesbian and Gay Community Services Center (the Center) in **New York City**, this is a group of student leaders working to end hate and homophobia in schools, which includes specific strategies on creating safer schools.

# Creating School Programs, Curriculum, & Pedagogy

- **Separate programs for LGBTQ youth** who are seriously at risk within mainstream schools.
  - These range from the public Harvey Milk High School in New York City to special interest residential houses or floors that provide space for LGBT college students and their allies such as the University of Massachusetts at Amherst, to the school-supported Triangle Project in Toronto
- A **Gay-Straight Alliance** is more likely to be an advocacy group for gay rights, school safety, and inclusion than to be a direct service-provider to sexual minority youth.
  - There are over 1,000 high school GSAs in 48 states in the United States. There are 25,000 high schools without a GSA and middle school GSAs are rare. There are also some in Canada, the United Kingdom, and Mexico.
  - The only state-wide evaluation of a mandated school intervention program in the United States to date is a study of the Massachusetts Safe Schools Program for Gay and Lesbian Students. The surveys of 1,700 students and 700 faculty and staff at 35 secondary schools in Massachusetts documented a statistically significant, positive, “sexual diversity climate” in schools with “higher levels of implementation of the Safe Schools Program.” More specifically, students in schools that had implemented staff training, nondiscrimination policies, and/or gay-straight alliances reported significantly less homophobic school climates and higher levels of personal safety for LGBT students.

# Creating School Programs, Curriculum, & Pedagogy

- **Full curriculum integration** –as opposed to tokenism and further marginalization–of LGBT throughout most if not all subjects can help to erode the harmful effects that homophobia by reducing heteronormativity and heterosexism.
  - ◆ An innovative program concerning sexual orientation was launched in São Paulo public schools by the Secretariat of Education. Covering children and adolescents in every grade, *Orientação Sexual na Escola* (Sexual Orientation in School) sets aside the view of sexuality as solely reproduction, calling on teachers to eliminate all prejudice and to embrace diversity at school–mainly racial and sexual–in order to reduce bullying and sexual harassment.
- **Critical Sexual Pedagogy** whereby students can critically analyze and reject stereotypical gender roles such as hyper-masculinity, thus de-centering heteronormativity, encouraging teachers to be more inclusive of non-normative sexualities and gender expressions when teachers plan and present educational activities.
  - Noel Gard has employed the concepts of parody, exaggeration, and juxtaposition such that students are asked to observe and, through movement, “comment” on the way cultures discipline and normalise bodies. Students are asked to create scenarios in which “normal” movement for a boy or a girl is juxtaposed with “abnormal” movement or movement which parodies “normal” movement. In this approach, the arbitrary codes which shape our embodied lives are the focus of teaching, rather than some standard of technical movement proficiency. This approach draws from the performance work of the dancer Joe Goode’s *29 Effeminate Gestures*, in which he both celebrates and analyses the subtle ways in which “effeminacy” is read from male bodies .
- **Modules and Special Offerings.** Optional Exploring Masculinities Programme module within SPHE/RSE Irish curriculum.

# Creating Supportive School Climate, Co-curricular activities

*Research suggests that students who are involved with co-curricular activities develop stronger psychosocial skills related to their confidence, sense of purpose, and interpersonal relationships*

- Students who are unable or who simply do not desire to participate in LGBT student organizations often engage in theater, choral, band and other **performance arts** activities as outlets to express their feelings and to meet others. Activities like drama and choral may include performances by queer student that have LGBT-related themes without making their lifestyles public.
- **Sororities and fraternities** have increasingly taken a stand on sexual orientation issues by adding non-discrimination language to their by-laws, by implementing chapter educational services, and by training staff members. However, according to the Lambda 10 Project, less than 10 percent of U.S. national fraternities have taken such actions and heterosexism and homophobic harassment are pervasive in many chapters.
- Encouragement of same-sex couples to attend events such as proms and other co-curricular **dating/social activities**. Marc Hall successful challenge to his small town Canadian public Catholic school board for attempting to prevent him from taking his boyfriend to his high school prom

# Creating Safer Schools: Supportive School Climate, Adult Support & Involvement

- The involvement of and support from key school and community leaders
- Participation of members in the community, particularly among LGBTQ members.
- Support and protection for teachers who come out so LGBT students can have role models and a source of support

# Bullying Prevention Programs: The Love that Dare Not Speak Its Name

- The Olweus Bully Prevention Program is designed to address the behavior of individuals and bystanders in a general way, teach conflict resolution skills and promote parent, school and community education and collaboration.
- It was launched in Norway in the early 1980s by Professor Dan Olweus at the University of Bergen and has been used in the United Kingdom, Germany and the U.S.
- The program has no lesson plans or books assigned, although kids can go to their teachers for recommendations. Instead, desks are pushed back and students sit in a circle to discuss issues that are bothering them. The emphasis is on discussion of acceptable verses unacceptable behaviors but not on personal problems.
- Under the Olweus program, a child who is harassed can report the incident to an adult. The adult tracks the behavior of the victim and the bully, but does not jump in right away to intervene unless there is physical injury involved or an incident occurs in front of the adult.
- “If a child brings up an issue we think kids will tease them about later, we ask them to hold the thought,” said Moffett. “And the teacher follows up with the student later or makes a referral to a counselor. **If they talk about an LGBT issue as it relates to them personally, or to someone specifically, we encourage them to talk privately to an adult.**”

# Olweus Model for Comprehensive Intervention

- **Consensus-development** among staff and community members so people enforce the same expectations consistently. What is your community's definition of bullying? What behaviors will you commit to changing no matter what it takes? These might include:
  - ◆ physical bullying: hitting, kicking, pushing, choking, punching,....
  - ◆ verbal bullying: threatening, taunting, teasing, hate speech
  - ◆ And social exclusion
- Development and **consistent enforcement** of effective consequences for verbal and physical aggression which are predictable, inevitable, immediate, and escalating and based on uniform expectations for all.
- Building **positive connections between staff and students** and positive feeling tone in staff-student interactions.
- **Monitoring** to make sure that consequences and education are effective.
- **Effective counseling for bullies** after enforcement of consequences has generated some anxiety.
- Effective **support for targets**, including protection from repeat victimization.
- **Empowering bystanders** to tell adults, support targets, and discourage bullying.

# LGBT-Inclusion Programs

- **Ugly Ducklings Project.** Woven together through the recording of intimate discussions about homophobia, the evolution of one's sexual orientation, and bullying and biased-based harassment, the documentary explores the actors' own biases throughout the rehearsal process. The educational film focuses on the core message portrayed in *Ugly Ducklings* and highlights the deeper, more immediate realities of the play's subjects, who tell the story of those seeking asylum from the oppression of bias-based harassment in our communities and schools.
- Australian-based **Bullying. No Way!** deals with a range of issues relating to harassment and violence in schools. It not only covers sexual harassment / sex-based harassment, but provides an overview of other forms of harassment including those based on sexuality, religious diversity, socio-economic status.