

Creating Rainbow Inclusive Schools

InsideOUT Workshop Series - 2019

In partnership with Pink Shirt Day Aotearoa and the Mental Health Foundation of New Zealand



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1. Introduction

As part of a strengthened rainbow-focus, Pink Shirt Day and the Mental Health Foundation funded InsideOUT to run a series of *Creating Rainbow Inclusive Schools* workshops in six regions around Aotearoa between February and May 2019, and another nine workshops between July 2019 to May 2020.. These workshops provided an opportunity for students and school staff to come together and discuss the issues facing rainbow people in their schools, as well as ways to make their schools more rainbow inclusive.

In addition to providing students and staff with knowledge and skills to challenge bullying and make their schools more rainbow inclusive, it allowed the InsideOUT team to gather some preliminary information on the experiences of rainbow students, staff and allies within Aotearoa's schools.

InsideOUT is a national charity with the vision for all rainbow young people to have a sense of safety and belonging in their schools and communities. InsideOUT is a member of the Advisory Group for Pink Shirt Day.



Pink Shirt Day is a bullying prevention campaign run by the Mental Health Foundation of New Zealand. It originated in Canada in 2007 after two students took a stand against homophobic bullying and mobilised their whole school when a student was harassed and threatened for wearing pink. In New Zealand, it aims to create environments where all people feel safe, valued and respected regardless of age, sex, gender identity, sexual orientation, ability or cultural background.

2. The Workshop Series

The InsideOUT team travelled to 10 different regions in Aotearoa in 2019 to run *Creating Rainbow Inclusive Schools* workshops in collaboration with local rainbow organisations. Workshops were held in:

- Auckland (*February 2019*)
- Christchurch (*February 2019*)
- Nelson (*March 2019*)
- Wellington (*March 2019*)
- Dunedin (*April 2019*)
- Hamilton (*May 2019*)
- New Plymouth (*September 2019*)
- Tauranga (*October 2019*)
- Rotorua (*October 2019*)
- Taupō (*October 2019*)

Five workshops are still due to be delivered in 2020.

There were **168** participants for the workshops, representing **70** different schools. The workshops were well received, with the majority of participants rating the workshops as understandable (97.4%), interesting (93.5%), useful (95.4%), and most participants said they would be likely to participate in Pink Shirt Day 2019 (95.3%). (See Appendix 1 for more details).

The workshops were open to high school or secondary school students, school staff, and other interested community members, such as youth workers, those studying to become teachers and whānau interested in making their schools more rainbow inclusive.

Over the three hour session, participants were able to connect with others in their region, raise concerns about issues within their schools, and to share successes and things that were going well. It allowed students and staff to work collaboratively and learn from one another.

[I liked] the group discussions and hearing about other schools & especially hearing from teachers etc. And seeing how they reacted and their support.

- Student, Wellington

"[I liked] hearing from students (making me aware of my ignorance) Practical ideas. Goal setting for me."

- Staff, Wellington

The workshop covered definitions of bullying and discrimination, with activities to help participants identify areas of discrimination and bullying in their schools and workplaces.

In addition to identifying bullying and discrimination, the workshop also covered a number of ways to prevent and respond to these issues including bystander intervention and tips for creating rainbow inclusive schools. The workshop ended with an activity where participants identified one change they would like to make in their school or workplace, and put together an action plan for achieving this.

As well as providing participants with information on how to prevent and effectively respond to bullying or discrimination, and to make changes to make their schools more rainbow inclusive, the workshops enabled the InsideOUT team to get an idea of what issues were concerning rainbow rangatahi in our schools - as well as what is working in their schools.



3. Findings

3.1 Key Issues

Every school is different, however most of the key issues identified over the course of the workshops were seen throughout the country, though there were some issues that were more common in regional areas such as New Plymouth, Tauranga, Rotorua, and Taupō. Three main areas of concern were identified:

- School Staff
- School systems, environment and curriculum
- Other students
- Community

Staff

Staff perpetuating or taking part in rainbow bullying and discrimination

While there are many wonderful and well-meaning staff at schools, there are also a number of staff members who are bullying or discriminating against rainbow students. This included instances of:

- Bullying of rainbow students, including the use of slurs

- Invalidation, misgendering, and deadnaming students
- Perpetuating stereotypes
- Refusing to teach rainbow students
- Gossiping about rainbow relationships between students and considering intervening to end the relationship
- Using religion as an excuse to discriminate
- Being visibly and vocally opposed to anything rainbow

It was more common to hear about explicit bullying and discrimination from teachers in more regional or rural areas. As well as the direct negative impacts on rainbow students, it was also identified that this made students less likely to come out or seek support, and sent a message to other students that this sort of behaviour is acceptable.

Staff allowing rainbow bullying and discrimination to occur

Students also reported that teachers allowed rainbow bullying and discrimination to occur and did not step in to stop it or support the victims, including:

- Witnessing bullying and discrimination (such as the use of slurs, “that’s so gay”, misgendering and deadnaming, or invasive questions) and not intervening.
- Dismissing rainbow bullying and discrimination as not serious, or as justified.
- Ignoring or refusing to help when students reported bullying to them or asked for help - including instances of physical violence.

As a result, students reported that they had given up on going to teachers for help. As a participant at the Taupō workshop pointed out:

“When the power in the system is silent, it condones the behaviour.”

Staff intervening in rainbow bullying and discrimination ineffectively, or being well-meaning but misinformed

Students and staff also highlighted the issue of staff who were supportive of rainbow students, but failed to intervene in cases of discrimination and bullying. Many believed that this was the result of a lack of confidence on the part of the staff, or a lack of understanding of the impact this had on rainbow students.

Similarly, some staff made efforts that were well-meaning, but backfired, such as providing trigger warnings for “homosexual content” in texts (implying that “homosexual content” is potentially harmful and upsetting) or teaching rainbow topics inaccurately.

Staff advocating for and supporting rainbow students often feel like they are going it alone and have not no support from other staff

An unfortunately common dynamic is that where one or two staff members find themselves responsible for supporting and advocating for rainbow students, without support from other staff members. Many of these staff members said they would be interested in having professional development workshops for all school staff to signal that the school as a whole was committed to being rainbow inclusive, and to provide other staff with the skills and confidence necessary to join them in this mahi.

School systems, environment and curriculum

Health education

Many students identified the health education at their schools as not serving rainbow students. Sexuality education in particular was often cisnormative and heteronormative. Staff are often not equipped to teach sexuality education in an accurate and inclusive way, and often misinform students, or perpetuate harmful stereotypes.

For example, multiple students from different regions reported that teachers had taught that bisexual, lesbian, or queer women “would be virgins forever” as sex between women wasn’t real sex.

When gender and sexuality was covered, it was often brief and inaccurate. Some students reported that rainbow students were put on the spot and expected to teach other students about these topics. Students reported feeling a responsibility to try and do this educating, as they feared if they didn’t then nobody would.

QSAs + Rainbow Diversity Groups

Students frequently struggled to start QSAs or Rainbow Diversity Groups due to either a lack of support from staff, or in some cases, active refusal from staff or boards of trustees.

Promoting groups was also difficult for students. Some were prevented from speaking about their group in assembly (while other groups were allowed to), not being allowed to put posters up, or have information put in the school notices. Some groups were allowed to use posters and notices, but found out that students and staff were ripping down posters, and that some staff would skip the QSA information when reading the notices out.

QSA meetings also experienced harassment from other students, ranging from banging on doors, interrupting or “spying” on meetings to find out who was there, to having slurs yelled and being told to “get out of our school”.

Toilets and changing rooms

While some schools do now have gender neutral toilets and changing rooms, these tend to be few and far between and have serious accessibility issues. In one school, the (gender diverse) students knew about the gender neutral toilets, but thought they were not allowed to use them. In another case, a staff member told a student that they were not allowed to use the gender bathroom when they were. In other situations use of the gender

neutral bathrooms is restricted by who else is using the space (eg, not accessible if someone is in the sick bay), or students are required to get notes or special permission from staff in order to access a toilet.

Trans or gender diverse students also had issues with accessing gender toilets that aligned with their gender. This ranged from schools enforcing a rule of “only allowed to use toilet that matches birth sex” to the gendered toilets being unsafe for trans students as they were threatened or harassed by their peers.

Uniforms

Gendered uniforms are still the norm in many schools. This includes not only gendered skirts, shorts and pants, but also tops, jackets, sweaters, shoes and even socks.

- Some schools allowed any student to wear shorts or pants, but only girls were allowed to wear skirts
- Some schools allowed certain students to wear other gendered uniform items, but had not changed the school policy. This meant that students could be told off by a teacher or made to change at any point.
- One student had to put on a girls uniform for a meeting before school, change into a boys uniform (borrowed from his friends) at school, and then change back to go home.

Gender segregation

Common areas of gender segregation in schools included athletics and sports, camps, assemblies and leadership roles. This created unnecessary stress for students - both those who identified as gender diverse/non-binary, and those trans students who identified as boys or girls but were never sure if they would be allowed to stand in the correct line. Gender segregation also had the potential for discouraging students from seeking out leadership roles.

Records and Information Management Systems

Many staff reported that they weren't sure whether they were allowed to change a student's name or gender marker in school records, or believed that they could only do so if the student had legally changed their name. These systems are very prevalent in student's lives with the records being used many times throughout the day. If these records don't match the student's identity, it can make things difficult for staff who know and are trying to be respectful, and can put students in a distressing position when unfamiliar staff or relievers are taking their class.

Schools reported that they needed guidance on what to do when a trans or gender diverse student wished to change their name and/or gender marker in school systems, but the parents or guardians were not supportive of the change.

Mental health support

Mental health support can be difficult to access for all young people who are often limited to free services such as school counsellors or local youth services who may already be at or over capacity. For rainbow students this can be even more difficult as they need to find mental health services that are competent. Some students indicated that their school counsellors were seeing a very high percentage of rainbow students.

Concerns about community backlash

A number of workshop participants shared that one of the responses they received from senior management when asking for support or permission to make the school more rainbow inclusive was that the school could not make the change because parents, whānau and the wider community would complain or be opposed to this. While we recognise that responding to community concerns is important and essential, rainbow students have the right to be free from discrimination, and schools have a responsibility to make sure they are safe and included.

School environment, culture and approach to rainbow students and rainbow issues

Many students reported that certain areas of the school, such as bathrooms, buses and more secluded areas of the school are very unsafe for rainbow students to be in, and had to be avoided.

There was also a frequently reported school culture of “out of sight, out of mind” and “no rainbow students here”. This made it hard for rainbow students to come out, and lead to schools ignoring issues and being reactive, rather than proactive. Schools are often not intentional when it comes to issues that affect rainbow people, and don’t ask for help when they need it.

Other students

Physical and sexual harassment

This included assault of rainbow students, often repeated and on-going, including hitting, pushing people over, or down stairs, throwing things at rainbow students. One school reported a student had stones thrown at them while on stage, and that other students had hair extensions ripped out.

Destruction of student property (including QSA posters or materials) was also unfortunately common. Sexual harassment was also reported, often in the form of very invasive and inappropriate questions about rainbow students' bodies, relationships and sex lives.

Verbal bullying

Many students and some staff shared that name-calling and the use of slurs was common in their schools - typically from other students. Beyond general terms, these insults also referred specifically to a person's identity, or suspected identity.

While not directed *at* rainbow students, the prevalent use of "that's so gay" to mean "that's bad" was a significant issue in almost all the schools that were represented by workshop participants. While many other students would argue that they weren't using the word to mean "attracted to the same gender", by strongly associating the term with negativity, they were reinforcing that being gay was something negative. Often the use of "that's so gay" wasn't challenged by teachers. Either because they did not see it as an issue, didn't know how to challenge that language effectively, or because its use was so common it was overwhelming.

Microaggressions were also common. Challenging microaggressions is often difficult for students because they are told that it's not a big deal, or that the other students "don't know any better". Other students are also

allowed to express homophobic, biphobic, and transphobic views. While people are allowed to have and hold their beliefs, being allowed to argue in a school environment that some of your classmates aren't deserving of respect or safety due to their sexuality, sex or gender is not appropriate and is in fact very harmful



Image credit: Jaye Barclay, InsideOUT

Students being outed or asked invasive questions

While a number of students were out at school, many students had not yet come out to the wider school or their family. Some of these students were outed by fellow students. Some students were reluctant to get involved with rainbow groups or events for this reason. Students who are out were often asked rude or invasive questions by other students. Sometimes this was intentional bullying, other times merely curiosity, highlighting the need for rainbow inclusive health and sexuality education.

Online bullying

Online bullying included many of the issues raised above, as well as harassing rainbow students online and spreading rumours about them. Social media was used to target or ridicule rainbow students and groups. In one school, students filmed ripping down a QSA poster and flushing it down the toilet. These students then posted this video publicly on Instagram.

Misgendering and deadnaming, invalidating and “outing”

Again, while many students had friends and classmates who were respectful of their identities and used the students correct name and pronouns, other students were not always supportive and would misgender and deadname trans and gender diverse students. Some of this was a result of ignorance or lack of practice, other times intentional. The issue of staff not respecting names and pronouns as discussed above, and therefore modelling disrespect to other students is significant here.

Rainbow students also reported being “outed” by their peers without their consent. Many students also experienced invalidation from other students, or felt that they had to conform to stereotypes or gender roles to have their gender, identity, name, or pronouns respected.

Homophobic, biphobic and transphobic views

Many students reported classmates who held and expressed homophobic, biphobic, transphobic and other discriminatory views. While students are allowed to have their own opinions, they are not entitled to hurt people or discriminate based on these views. Students found it especially troubling when classmates would express these views in front of staff members who would not challenge these views. Biphobia and transphobia could also be an issue for students, even when seeking support from other rainbow students. Religion was often used as an excuse for these views, and it was noted that those with strong anti-rainbow views often held racist views as well.

Myths and stereotypes about rainbow students were very common in schools, including myths that women and girls with diverse sexualities were “predatory” and dangerous. These students reported that they could no longer hug their friends, or talk about certain topics because it was assumed by others that they were being sexual or inappropriate. Other students often “joked” about being scared in front of these students.

“Everyday 95% of the students are saying homophobic and transphobic insults”
Student, New Plymouth

Exclusion

While this type of bullying occurred in almost all of the schools that InsideOUT talked to, exclusion as the primary form of bullying appeared to be more common in regional areas. In some schools it also varied by year level - senior students were more likely to experience mainly exclusion than junior students were. Staff and students in some schools reported that bullying tends to occur in “bubbles” - isolated incidents, targeting isolated groups and individuals.

Community

While communities impact school life in all areas of the country, the impact of community values, beliefs, attitudes and actions was more pronounced in regional areas than it was in main centres.

Privacy and confidentiality

In smaller, and rural communities, school staff may have non-school relationships with students and families that pre-date the staff-student relationship. This can complicate issues like privacy and confidentiality and make it harder for rainbow students to confide in teachers if they don't have the support they need at home.

Home and community values resulting in discrimination within the school

Students expressing anti-rainbow views and messages at school were often doing so because that is what they had heard at home, rather than because they actually believed or agreed with those messages, or simply hadn't thought about them critically.

A school reported that a Chairperson of the school's Board of Trustees had prevented students and staff from starting a rainbow group (for a number of years) because of their "religious" anti-rainbow views.

Those in positions of authority within communities (such as doctors) who held unsupportive beliefs could influence the communities views as a whole. In one region, doctors in the community had responded to questions surrounding gender affirming health care for young people by asking "what about *when* they change their minds?"

Parents, whānau, and concerns about safety and reactions

In some religious and conservative communities, students were aware of examples of adults in their community being disowned because of a rainbow relationship - making them very fearful of their parents and whānau finding out about their identity. One staff member reported that a student had come out to them and then begged them not to tell anyone because "my father will kill me."

For younger students, even if there are gender neutral, and flexible uniform options, and supportive school environments, parents are the ones choosing and buying the uniform, and this limits access for children whose parents do not understand or support their gender or desire to transition.

Parents and whānau in many communities don't have access to education or awareness about rainbow topics that might help them to be more open and accepting. They also don't have the support they need to navigate a child's coming out or transition, and accepting their child's identity may cut them off from their existing support in their communities.

3.2 Impacts

Lack of participation in school life

Bullying and discrimination often resulted in rainbow young people either being prevented from, or feeling unsafe participating in school life, including social events like school balls, as well as camps or leadership positions. Rainbow and gender diverse student leaders did not apply for formal leadership positions because they were gendered (head boy/head girl).

Lack of engagement in education

Many young people reported that they avoided PE due to safety concerns or not being allowed to wear appropriate, gender affirming gear. They would also avoid other classes or subject where they were likely to experience discrimination or study with teachers they didn't feel supported by. Health education in particular was highlighted as not meeting the needs of rainbow students who were therefore missing out on crucial information.

There were also reports of students dropping out of school entirely or switching to homeschooling because of the anti-rainbow bullying and discrimination they were experiencing. So far this has only been reported in more regional or rural areas - possibly due to a lack of other more rainbow friendly schools in their regions to transfer to.

Lack of safety and support within school settings

Students reported that they couldn't enter certain areas of the school due to concerns for their safety. This included not being able to use the bathroom at school - because of a lack of gender neutral bathrooms, or school policies supporting them to use the appropriate bathroom.

In schools where staff were not responsive to instances of anti-rainbow bullying and discrimination, many students had stopped trying to go to staff

for help, even when they were physically in danger, and other students were having to step in and intervene on behalf of their friends.

A number of schools “allowed” students to be themselves and express themselves - allowing them to wear different uniform options, growing out, cutting or styling hair, starting rainbow groups, and even hiring rainbow staff. This is positive, however in many cases this was not backed up by policies to ensure these visible rainbow staff and students were safe or supported. In some schools students were given informal permission to wear different uniform items, but because the school uniform policies weren’t changed, these students could be punished for uniform violations at any time.

Mental health + physical health

Bullying, discrimination and minority stress all contribute to rainbow young people experiencing higher rates of mental health concerns. This is often exacerbated by rainbow students having difficulty accessing mental health support that is rainbow competent and confident.

Students’ physical health was also impacted. In addition to the harm caused by physical bullying, students who could not safely access a bathroom at school would avoid going to the toilet, and rainbow students who did not get accurate and inclusive health education would be less able to make appropriate health and sexual health decisions.

Self-doubt, not coming out, and halting transition

Homophobic, biphobic and transphobic environments make it difficult for rainbow students to come out and be themselves. Students also reported that stereotypes and misconceptions resulted in them doubting themselves and their experiences. Some students even reported that they had halted their transitions because it was unsafe for them to continue this while at school.

In some schools gender diverse students and staff had to conform to gender roles and stereotypes to “prove” their gender and have their names

and pronouns respected, or to hide who they are in order to be safe in a school setting.

Isolation and lack of awareness

In certain schools where rainbow bullying and discrimination were common, very students were out. Some schools reported no out students at all. This bullying keeps people quiet, and students can't discuss anything rainbow-related without others assuming that they are part of the rainbow community - which puts them at risk. This lack of conversation about rainbow topics leads to a lack of awareness and acceptance. Rainbow-phobias also restricted rainbow students' relationships with peers, as well as cisgender and heterosexual students' relationships with peers as they were worried about being called "gay".

Overall students reported that bullying and discrimination resulted in students feeling less safe at school, having to hide their identities, and negative impacts on their mental and physical health. All of these impacts limit students' ability to engage and achieve the same level of success as their peers.

3.3 What schools are doing well

While many issues were raised, participants also shared examples of what schools were doing to support rainbow communities:

- QSAs and Rainbow Diversity Groups existing and being recognised at prizegiving or in yearbooks.
- Schools supporting Pride Weeks and other Pride events
- Schools having diversity policies.
- Gender neutral toilets and changing rooms. One gender diverse student who found swimming at school hard brought up an “awesome teacher” who helped them find a safe changing space.
- Gender neutral and inclusive uniforms, including having two styles of shorts to suit different body types.
- Support for name changes within the school.
- Some staff are challenging slurs and homophobic, biphobic and transphobic language. Rainbow students talked about “how cool it was” to see this.
- Rainbow students providing peer support and safe spaces for each other.
- Rainbow student leaders - having rainbow students in these positions as well as a QSA had a significant positive impact on the wider school culture.

4. Recommendations

Given the issues raised throughout the workshop series, and the impacts on rainbow students, whānau and staff, the following recommendations have been made for schools and the Ministry of Education.

4.1 Schools

Ensure school environments are inclusive

This includes providing gender-neutral bathrooms and changing rooms, gender neutral uniform options and dress-codes, options on forms, removing gender segregation. Inclusive curriculum.

Develop inclusive, proactive policies around rainbow students, staff and whānau

This includes policies to support students who are changing their name, pronouns or gender markers. Ensuring that homophobic, biphobic, and transphobic bullying is listed within anti-bullying policies. Policies addressing things like school camps, bathrooms, sports etc. Policies should ideally be created proactively, rather than waiting until there is an issue.

Professional development for all staff

Seek out ongoing professional development for all staff, and support staff to attend rainbow-focused professional development opportunities when available. The burden of supporting rainbow staff, students and whānau should not be left to one or a few staff members.

Support and collaborate with QSAs/Rainbow Diversity Groups

Rainbow Diversity groups can be a source of support for rainbow students within the school, as well as change. These groups should be allowed to exist, promote themselves and be recognised like any other group. Groups can also provide feedback on issues rainbow students are facing, as well as planned changes.

Recognise and celebrate rainbow students, staff and whānau

Rainbow people should be able to see that they are welcomed and valued within the school community. This can include supporting awareness days such as Pink Shirt Day or Pride Weeks, signs within the school or on the website and through supporting local rainbow initiatives.

InsideOUT can support schools with any of these initiatives.

4.3 Ministry of Education

Guidance to schools

Provide and improve guidelines on how schools can and should respond to issues such as name changes within the system, rainbow content within the curriculum etc and ensure this guidance is communicated and promoted to schools.

Professional Development

Support schools to seek out professional development opportunities for staff. This may require supporting an agency such as InsideOUT to travel to regions where there are not local options for this professional development, to ensure that schools outside of main centres are able to access these opportunities.

Support schools to undertake Ministry of Education guidelines on inclusive schools

While many schools are now aware of the Ministry of Education's Inclusive Education Guidelines and resources, they still require support to make those recommendations a reality. This includes supporting schools to seek out professional development opportunities for staff, funding to support distribution of resources and support to update and create policies to make schools more inclusive for rainbow students

Fund and support rainbow organisations

Fund organisations working to make schools more rainbow inclusive. Doing so not only increases the capacity of such organisations (which tend to be non-profits, or charity organisations working with limited funds) to work with schools, it also signals to the education community that the Ministry supports the work that these organisations are doing and that the inclusion and wellbeing of rainbow staff, students and whānau is a priority.

Fund a rainbow specific anti-bullying resource

Participants found the resources provided at workshops to be very valuable, and many participants made contact after the workshops to order more. A rainbow specific anti-bullying resource could compile relevant information from existing InsideOUT resources and Pink Shirt Day factsheets to provide schools with guidance and allow the information to be distributed more widely.

Research on bullying and the experience of rainbow young people in schools

The information gathered at the workshops provided valuable information about key issues for rainbow young people in New Zealand schools, however 100 participants is a very small sample. Research would provide a better understanding of the key issues for rainbow young people in schools and guide work to make schools more rainbow inclusive.

Support, investment and policy changes from government will be crucial to increasing the wellbeing of rainbow students and ensuring all schools are able to appropriately prevent and respond to the bullying and discrimination of rainbow students.

5. Where to from here

Future workshops

It's clear that rainbow students, staff and whānau still experience a significant amount of bullying and discrimination in our schools, even in our more progressive cities. There's a long way to go, but many schools, staff and students are ready and willing to do the work. Thanks to funding from Pink Shirt Day and the Mental Health Foundation, between January and June 2020, InsideOUT will be returning to:

- Auckland - four workshops: South, North, East, West
- Wellington - three workshops - Porirua, Hutt Valley and Kāpiti
- Hamilton
- Dunedin
- Christchurch

As well as running Primary and Intermediate School focused workshops in:

- Auckland
- Wellington
- Christchurch

InsideOUT will also be visiting the following regions with our workshop for the first time:

- Kerikeri
- Whangarei
- Whakatane
- Matamata
- Gisborne
- Napier
- Hastings
- Whanganui
- Palmerston North
- Horowhenua
- Wairarapa
- Marlborough
- Greymouth
- Westport
- Timaru
- Oamaru
- Queenstown
- Gore
- Invercargill

In addition to the open workshops, InsideOUT will be offering free staff PD and student sessions in a number of schools in Northland, Thames/Coromandel, West Coast, Central Otago, and Southland that may struggle to attend the open workshops due to their location.

Challenging “that’s so gay”

One issue that was raised in all regions was the use of the phrase “that’s so gay”, and difficulty knowing how to challenge this language. One suggestion raised during a workshop was to create a competition for posters to challenge the use of “that’s so gay” which could in turn be used to bring awareness of the issue and provide a way of challenging the language. We could also look at the campaign GLSEN runs in the US around a ‘No Name-Calling Week/Kindness in Action Week’ - target at reducing verbal homophobic, biphobic and transphobic bullying.

Create a rainbow specific anti-bullying resource

Participants found the resources provided at workshops to be very valuable, and many participants made contact after the workshops to order more. A rainbow specific anti-bullying resource could compile relevant information from existing InsideOUT resources and Pink Shirt Day factsheets to provide schools with guidance and allow the information to be distributed more widely.

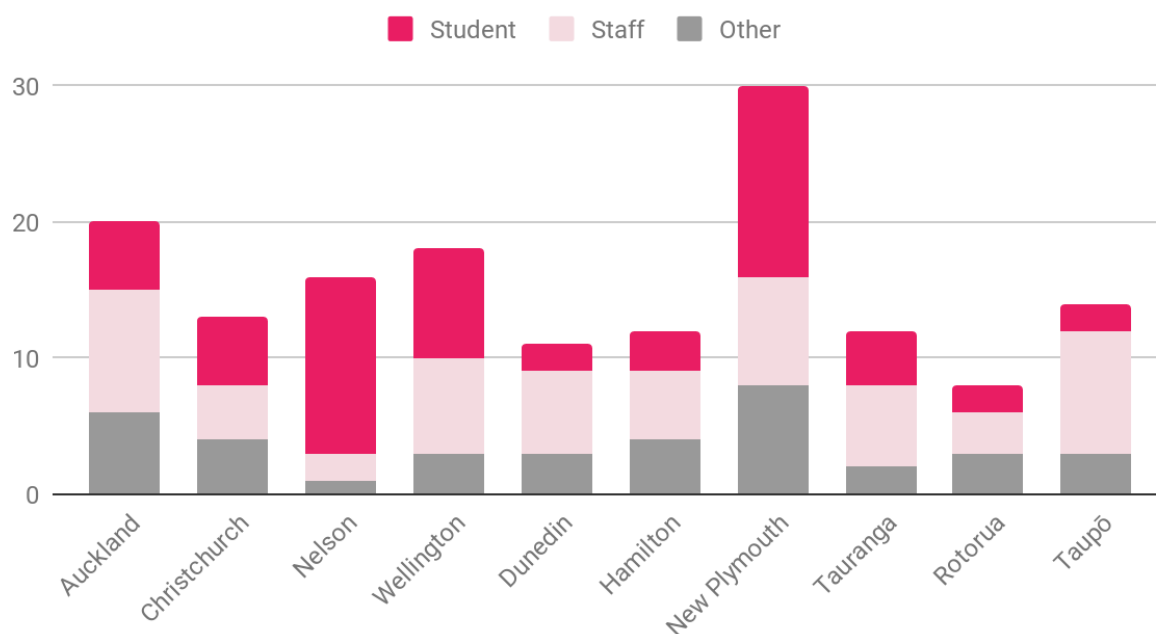
Research on bullying and the experience of rainbow young people in schools

The information gathered at the workshops provided valuable information about key issues for rainbow young people in New Zealand schools, however 178 participants is a very small sample. Research would provide a better understanding of the key issues for rainbow young people in schools and guide work to make schools more rainbow inclusive.

We are excited to be a partner on new research around rainbow young people's experiences, with data collection anticipated to begin by May 2020. This paired with the findings from Youth'19 and the new What About Me? youth survey commissioned by MSD.

Appendix 1

Break down of participants by region



| | Other | Staff | Student | Total |
|---------------------|-----------|-----------|-----------|------------|
| <i>Auckland</i> | 6 | 9 | 5 | 20 |
| <i>Christchurch</i> | 4 | 4 | 5 | 13 |
| <i>Nelson</i> | 1 | 2 | 13 | 16 |
| <i>Wellington</i> | 3 | 7 | 8 | 18 |
| <i>Dunedin</i> | 3 | 6 | 2 | 11 |
| <i>Hamilton</i> | 4 | 5 | 3 | 12 |
| <i>New Plymouth</i> | 8 | 8 | 14 | 30 |
| <i>Tauranga</i> | 2 | 6 | 4 | 12 |
| <i>Rotorua</i> | 3 | 3 | 2 | 8 |
| <i>Taupō</i> | 3 | 9 | 2 | 14 |
| Total | 37 | 59 | 58 | 154 |

Participants were asked to evaluate each on a scale of 1-5, with 1 being the lowest and 5 being the highest, answering the following questions:

- How **easy to understand** was the workshop?
- How **interesting** was the workshop?
- How **useful** was the workshop?
- How likely are you to **participate in Pink Shirt Day 2019/20**?

A rating of 4 or 5 on the scale was considered to be a positive answer (eg, that the participant found the workshop interesting). The question relating to future participation was added following the Auckland workshop, so there is no data for that question for that workshop. Due to incomplete evaluation forms the total responses for each question do vary.

| Rating | Understanding | Interest | Usefulness | PSD Participation |
|---------------|----------------------|-----------------|-------------------|--------------------------|
| 1 | 2 (1.3%) | 1 (0.6%) | 1 (0.7%) | 1 (0.8%) |
| 2 | 0 | 2 (1.3%) | 1 (0.7%) | 1 (0.8%) |
| 3 | 2 (1.3%) | 7 (4.5%) | 5 (3.3%) | 4 (3.1%) |
| 4 | 24 (15.6%) | 44 (28.6%) | 40 (26.1%) | 18 (14.0%) |
| 5 | 126 (81.8%) | 100 (65.0%) | 106 (69.3%) | 105 (81.4%) |
| Total | 154 | 154 | 153 | 129 |