

Challenging Homophobic Bullying In Schools



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

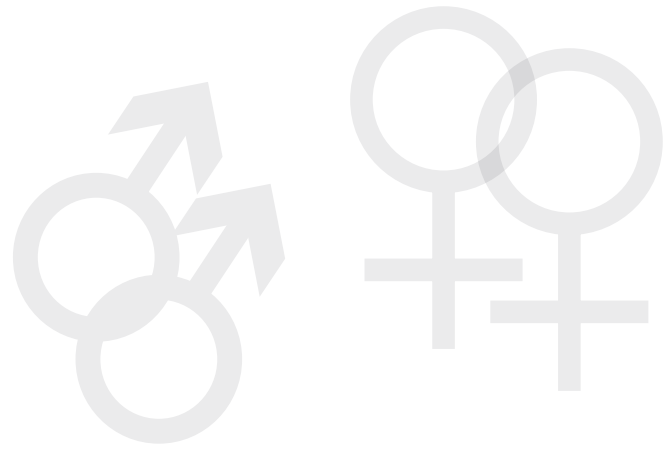
SAFER SCHOOLS FOR ALL: Challenging Homophobic Bullying

This guide explains what homophobic bullying is and what teachers, parents and learners can do to make schools safer for all learners. It provides clear and simple steps that teachers and learners can take in challenging homophobic bullying in schools. Reducing violence and homophobic bullying in schools is not only possible but benefits all learners, teachers and the school community as a whole. The basis for this booklet is the understanding that every child in every school has the right to learn free from the fear of bullying regardless of what form that bullying takes.

Homophobic bullying occurs in all countries regardless of beliefs or cultures. Just as discrimination based on race, sex, colour, disability or religion is unacceptable so is discrimination based on sexual orientation and actual or perceived gender identity. All learners have an equal right to quality education in a safe school environment.

(United Nations Educational, Scientific and Cultural Organization: UNESCO 2012)





SEXUAL ORIENTATION AND GENDER IDENTITY

Sexual orientation and gender identity are important parts of what it means to be human. During puberty and adolescence young people become aware of their sexuality and gender identity and for many this can be both a challenging and an exciting time. However for many **lesbian, gay, bisexual, transgender** and **intersex (LGBTI**: see LGBTI words on the next page) young people it can be a very difficult time because of discrimination and homophobic bullying. LGBTI young people are present in every school and yet in many schools their identities are not recognised and they experience bullying and harassment. This problem is often not addressed adequately by school management, teachers and the school community.

In its *School Safety Framework* the Department of Basic Education indicates that bullying is not something that educators should or have to accept and that bullying is not a normal part of growing up. As a result this booklet provides teachers and learners with information on how to prevent homophobic bullying, which may also be useful for School Principals, Senior Management (SMT) and School Governing Body (SGB) members. These guidelines will help support the emotional well-being and academic potential of all learners and create a safe and inclusive school environment. Before we begin let's look at some of the words used when talking in an affirming way about sexual and gender minorities as well as some of the myths about LGBTI people:



LGBTI WORDS

BISEXUAL

someone who is attracted to men and women

GAY

someone who is attracted to people of the same gender. While many women identify as gay, the term lesbian is also used for women

GENDER

the social attitudes, behaviour and roles given to men and women. Gender is different from sex because sex refers to biological differences between males and females.

GENDER IDENTITY

an individual's self-perception as male, female and/or transgender

HETEROSEXUAL/STRAIGHT

someone who is attracted to people of the opposite gender

HOMOPHOBIA

prejudice and discrimination against people who are LGBTI or who are believed to be LGBTI

LESBIAN

a woman who is attracted to other women

LGBTI

lesbian, gay, bisexual, transgender and intersex

HETEROSEXISM

presuming that heterosexuality is the norm or superior to homosexuality and bisexuality

HOMOPHOBIA/TRANSPHOBIA

fear, dislike or hatred of LGBTI people. Homophobia and transphobia can vary from passive resentment to aggression and violence

INTERSEX

a variety of conditions where a person's anatomy does not fit the typical definition of male and female

COMING OUT

understanding who you are and telling other people that you are LGBTI including friends, family, co-workers or neighbours. A person may be out in some situations and not others

SEXUAL ORIENTATION

the attraction we feel for people of a particular gender(s)

TRANSGENDER OR TRANS

an umbrella term to refer to people whose gender identity and/or gender expression differ(s) from the sex assigned to them at birth

MYTHS ABOUT LGBTI PEOPLE

BEING LGBTI IS AGAINST MY RELIGION

People do not choose to be LGBTI and, whatever a person's religion beliefs, discrimination is not allowed in South African schools including on the grounds of gender, religious faith, disability, or sexual orientation and gender identity. Disagreeing with somebody does not give us permission to bully, exclude or deny them the same rights we have. In Christianity, Jesus said 'love thy neighbour' and most religious people accept that discrimination and bullying is wrong. For example, Archbishop Tutu has been a strong defender of LGBTI people and their rights

BEING LGBTI IS 'UNAFRICAN', A WESTERN IMPORT AND NOT PART OF MY CULTURE

Sexual and gender minorities exist across all cultures and throughout history. While same sex desire and gender diversity may be expressed differently in different cultures at different times, these are universal human experiences and part of human societies

BEING LGBTI IS A RICH, WHITE THING

There are LGBTI people in all cultural, religious and tribal groups and in all areas of life. There have been many famous LGBTI South Africans such as Simon Nkoli

THE THOUGHT OF GAY OR LESBIAN SEX MAKES ME FEEL SICK

Other peoples' sexuality is their own private business and if we don't like the idea of certain sex acts then we don't have to think about them. It is not respectful to judge someone because their sexual orientation or gender identity is different from ours.

LGBTI PEOPLE SHOULD KEEP THEIR SEXUAL AND GENDER IDENTITIES PRIVATE

LGBTI people have the same right in South Africa to be open about their lives as any other group. This is nothing more than heterosexual people expect when talking about their husbands and wives, girlfriends and boyfriends

LGBTI PEOPLE ARE PSYCHOLOGICALLY ILL

There is no evidence for this. LGBTI people are not mentally ill and most of the world's major mental health organizations now see LGBTI identities as part of natural human variations in sexuality and gender identity similar to any other form of diversity

LGBTI PEOPLE ARE EASY TO RECOGNISE BECAUSE OF HOW THEY DRESS AND ACT

Some LGBTI people may be visibly identifiable but many others are not. For example, some gay men may be effeminate but many others are masculine. Similarly, some lesbians may be masculine in appearance but many others are not. You cannot tell just by looking that a person is LGBTI.

IT IS NORMAL TO HAVE BABIES THROUGH HETEROSEXUAL SEX

Many heterosexual people have sex without wishing to procreate and many people, not just LGBTI people, become parents and create families through fostering, adoption and artificial insemination. South Africa law recognises same sex marriage and LGBTI families enjoy legal protection

LGBTI PARENTS WILL MAKE THEIR CHILDREN GAY

There is no evidence for this and if children always followed their parents' sexual orientation there would be no LGBTI children of heterosexual parents

PEOPLE WHO ARE BISEXUAL ARE CONFUSED

Bisexuality is not a choice and some people are attracted to both genders just as some people are attracted to the same gender and others to the opposite gender

LGBTI TEACHERS CAN CAUSE STUDENTS TO BECOME GAY

People cannot cause others to become LGBTI. What LGBTI teachers can do is to create a safe space in schools for LGBTI learners and to teach all learners about respect for diversity



ABOUT THIS BOOKLET

This booklet is intended to be used by teachers and learners alongside the training materials developed by the Department of Basic Education's *Prevention and Management of Bullying in Schools*, which demonstrates the Department's commitment to challenging bullying in general and homophobic bullying in particular.

Homophobic bullying is also linked to sexual harassment and gender discrimination so the Department of Basic Education's *Guidelines for the Prevention and Management of Sexual Violence and Harassment in Schools* offer important advice as well as the *Speak Out - Youth Report Sexual Abuse* handbooks and posters which educate learners about sexual abuse. Both the topic of homophobic bullying and sexual harassment can be addressed in the Life Orientation subject area.

Schools are also expected to draw up their own school-specific Codes of Conduct for learners which address bullying in general as well as homophobic bullying.

The South African Constitution was the first constitution in the world to protect the human rights of sexual and gender minorities in the equality clause of the Bill of Rights. Same-sex marriage is also legal in South Africa and the country has some of the strongest protections in the world for LGBTI people. This places a responsibility on schools to prevent discrimination against LGBTI learners.

1 HOMOPHOBIC BULLYING

Tanesha is 13 years old, very boyish, and identifies as a lesbian. She is out to her mother who is supportive. Tanesha reported that one teacher at her school said to her [that] “if she [the teacher] gave birth to a stabane [lit. person with two sexual organs; derogatory for homosexual], she would kill it.” Tanesha said: She tried to chase me from the class because she didn’t want to teach a stabane. I try to ignore all this because I have to finish school and support my family... There’s no one at school I can talk to. Tanesha’s mother came to school to complain but was careful to not mention Tanesha’s sexual orientation for fear that things would get worse for her child.

Tanesha, 13 (Human Rights Watch 2011)

Let’s start by defining bullying and homophobic bullying. The Department of Basic Education defines bullying as involving one or more people who single out and deliberately and repeatedly hurt or harm others physically or mentally.

Bullying has three main aspects: it targets a particular person or group repeatedly over time; it includes an imbalance of power; and the goal of bullying is to cause harm by hurting others.

Bullies generally want to have power over someone that they think is inferior or worthless. Teasing is different from bullying and is generally not of concern unless people are picked on repeatedly and in a one-sided way that leads to emotional or physical pain.

Bullies also like to have an audience and this audience may ignore what is happening, laugh at the bullying, take photos and videos, or even encourage the bully. Bystanders may also make the problem worse by encouraging and prolonging the bullying.

There are many different forms of bullying such as **physical bullying, verbal bullying, non-verbal bullying, social bullying, cyber bullying, sexual bullying and homophobic bullying.**

Sexual bullying includes sending inappropriate notes, jokes and pictures as well as rumours of a sexual nature and uninvited touching or forced sexual behaviour.

Homophobic bullying is a specific form of bullying that occurs when bullying is motivated by prejudice against LGBTI people. Homophobic bullying can target a variety of people including:

- young people and adults who are, or are perceived to be, LGBTI
- teachers who are, or are perceived to be, LGBTI
- learners who are perceived to be different in some way
- learners who have an LGBTI parent or sibling

Gender identity and sexual orientation are two different things:

Your **gender identity** is your internal, deeply felt sense of being female or male, both, or something other than female and male.

Your **sexual orientation** is the sexual and romantic desire that you feel for men, women or both

Homophobic bullying is a **school safety issue** that is linked to sexual harassment and to gender discrimination. Like sexual harassment, homophobic bullying can be a once-off event rather than something that occurs over time. LGBTI young people who have **come out** are more likely to experience homophobic bullying.

Coming out is when an LGBTI person understands who they are and tells other people. UNESCO says that homophobic bullying is a global problem and that it is a threat to the universal right to education. The United Nations Secretary General calls homophobic bullying:

...a moral outrage, a grave violation of human rights and a public health crisis. It is a loss for the entire human family when promising lives are cut short.

Homophobic bullying can include **verbal, physical and emotional abuse** and contributes to a **culture of homophobia** in schools. Homophobia is prejudice and discrimination against LGBTI people or people who are thought to be LGBTI.

Homophobic bullying is widespread in South African schools, has a negative impact on learners and leads to an unhealthy environment for all students and staff. Given the linguistic diversity of South Africa, the language used in homophobic bullying may include some of the following terms: **stabane** in isiZulu; **moffie** in Afrikaans; **faggot and queer** in English; and the term **gay** is also sometimes used in a derogatory way.

It can be a challenging time for young people who are learning about their developing sexuality and gender identity. On top of this homophobic bullying during these years can have a serious, negative impact on young people's health and well-being.

Learners who experience homophobic bullying may experience higher rates of anxiety, depression and suicide and they may remain silent about the bullying. This silence and invisibility are a distinctive aspect of homophobic bullying.

“ Young people who experience homophobic bullying may:

Have higher levels of absenteeism and truancy

Be less likely to enter higher/further education

Be more likely to contemplate self-harm/suicide

Have low self-esteem

Show signs of physical ill health

Underachieve academically

Leave school early

Engage in risk-taking behaviours, such as unprotected sex ”

Teachers have an important role to play in preventing homophobic bullying but because of lack of training they may perpetuate homophobic bullying in the classroom or remain silent when they need to speak out. When a teacher remains silent in the face of homophobic bullying this gives approval for the homophobic bullying to continue.

2 EDUCATOR RESPONSE

Cultivate RESPECT for all in your school!

When addressing issues such as racism, sexism and other forms of discrimination also include homophobia

The Department of Basic Education's *School Safety Framework* states that many South African children experience high levels of crime and violence and that schools have an important role to play in breaking this cycle of violence.

Educators can become positive role models when they respect the human rights and dignity of every learner. To create an inclusive environment where all pupils feel safe, welcomed and cared for requires a *whole school approach*. This should be integral to the school's mission statement and overall vision.

It is therefore important that a school's *anti-bullying policy* include all members of the school community, including LGBTI adults and young people, and that the *school's ethos* ensure that all learners feel safe and protected.

Creating a safe and inclusive school builds a sense of community within the school which will develop and sustain the community that the school serves.

A preventative approach to bullying means, that schools are playing their part in creating a society in which people treat each other with respect and dignity. Homophobic bullying should always be challenged in the same way that racist or sexist behaviour is challenged.

Normal anti-bullying strategies can be used when responding to homophobic bullying and these must have a clear place in the whole school preventative policy. The Department of Basic Education's *School Safety Framework* provides a number of steps in preventing and addressing general bullying in schools:

- Define the bullying.
- Set up and enforce school rules and policies on bullying.
- Assess what is happening, including the extent and nature of the bullying.
- School Safety Committees can integrate bullying into their activities.
- Provide on-going training to school administrators, teaching and non-teaching staff as well as other school role-players on how to prevent bullying.
- Deal appropriately with bullying.
- Increase adult supervision in bullying hot spots.
- Focus class time on bullying prevention where the aim is to change norms around bullying.
- Make bullying 'uncool' and make it 'cool' to help learners who are bullied.

There is specific legislation and policy that exists in this area for schools. For example, the *South African Schools Act of 1996* created a system of education that combats racism and sexism and other forms of unfair discrimination and intolerance. The Department of Education's programme *Care and Support for Teaching and Learning (CSTL)* outlines the *six pillars* of the *CSTL Framework* that include *a rights-based and inclusive school, a safe, protective and supportive school, and a gender sensitive school that promotes equity and equality* at all levels from school management authorities to the curriculum.

In terms of a rights-based and inclusive school, the first pillar will **not discriminate against any child or educator based on gender, race, colour, creed, physical/mental ability, economic status, HIV and AIDS status, health status, sexual orientation, nationality or ethnicity, or culture.**



The curriculum should also include the topic of sexual and gender diversity such as in the Life Orientation subject area in particular. Discussions about sexual and gender diversity as well as homophobic bullying can also be included in curriculum areas such as Health Education, Sex Education, English and History. The aim of these discussions is to enable young people to develop the skills, values and knowledge which they need to respect diversity and remain safe.

All members of the wider school community should be involved in these discussions aimed at agreeing on a general policy about all types of bullying, including homophobic bullying. Specific guidelines about how homophobic bullying should be challenged in the school should be discussed and agreed at a full staff meeting.

There are number of steps that the school community can take to challenge homophobic bullying and to create an inclusive learning environment that respects diversity:

- **Work** with Learner Representative Councils to involve learners in the development of programmes addressing all forms of discrimination
- **Encourage** staff and learners to challenge homophobic language and behaviour in and around the school
- **Ensure** that learners and teachers are safe when challenging homophobia
- **Encourage** the use of language inclusive of LGBTI identities and families
- **Begin** discussions about the negative impact of homophobia on young people and about strategies to stop homophobia in the school community
- **Display** anti-homophobia poster campaigns and positive images of LGBTI people and families
- **Include** LGBTI related books in the library where one exists
- **Use** LGBTI community expertise in education programmes that address LGBTI issues and homophobia
- **Write** anti-homophobia and LGBTI-related articles for the school newsletter where there is one
- **Utilise** existing Department of Basic Education training programmes and resources that deal with homophobia
- **Provide** learners, teachers and parents with information about how to deal with homophobic treatment, including how to complain to school management
- **Find**, review and update existing school harassment or bullying policy to include a statement about homophobic language and behaviour
- **Find out** about successful strategies taking place in other schools and try and adapt or incorporate them in your school
- **Acknowledge** and promote diversity among learners, including a range of sexualities and gender identities
- **Avoid** assuming that all learners, staff and parents and their friends are heterosexual
- **Involve** parents in the school commitment to providing a safe and inclusive school community

The Department of Basic Education affirms that all actors in the school community have roles and responsibilities in terms of addressing bullying. These include principals, the SGB, the school safety committee, educators, parents and caregivers, and peer leaders who are on the first lines of response when it comes to bullying.

3 CLASSROOM GUIDELINES

Find ways to line up and group learners that are not 'boys here, girls here'. Separating learners on the basis of gender can be a difficult experience for learners who are transgender. For example, think about organizing learners into groups of 1's and 2's

Teachers work in very different school contexts in South Africa including in urban, rural and township settings where there may be different attitudes to sexual and gender diversity. Some of these attitudes may not be in alignment with guidelines from the Department of Basic Education or with the Constitution and national law.

Regardless of a teacher's attitudes to sexual and gender diversity, s/he has a responsibility to reduce violence and homophobic bullying in schools and to create a safer and more inclusive learning environment for all learners.

There are a number of things that teachers can do in the classroom to prevent homophobic bullying and it is important that teachers find what works in their context. For example teachers could:

1

LET parents know that sexual and gender diversity is covered in the curriculum and invite discussion about this

2

MAKE learners aware that sexual and gender diversity is protected under the law

3

SHOW learners that they have a responsibility to respect other people

4

PROVIDE learners with accurate information on the rights of LGBTI people

5

HAVE accurate and age appropriate discussions of sexual behaviour and risk taking

6

CHALLENGE homophobia and myths about LGBTI identities

If whole-school approaches to tackling homophobia are to be effective in diverse school settings, all staff needs to react consistently to incidents and to offer support to learners. This also means being sensitive to local attitudes towards sexual and gender diversity and responding appropriately.

Homophobic bullying is best addressed within the context of a welcoming school culture and climate where:

- Programmes are implemented following a **whole-school approach**
- Programmes are driven by **effective leadership** with a **clear and shared understanding** of what homophobic bullying is and its impact
- **Recording of homophobic** bullying is consistently done
- Learners and parents/caregivers are part of the solution
- Education and training opportunities are available for staff on homophobic bullying
- Evidence-based prevention and intervention strategies are implemented

The teachers used to shout at me for wearing trousers. Once they made me wear a dress. I didn't go out the whole day. They called me names [such as] *nongayindoda* [a woman who wishes to be a man]. I had to move to another school in grade 11. The teacher there shouted at me for being a tomboy, behaving like a man. She slapped me. I was suspended.

Suma, 24 (Human Rights Watch 2011)



While not all these actions may be possible, taking some steps towards a more inclusive school environment is important and is in line with the policies of the Department of Basic Education. There are also a number of things that you can do in the staff room to challenge homophobic bullying and to create an inclusive and safe learning environment:

- **Revise** teaching programmes to ensure that they are not homophobic or heterosexist
- **Revise** learner welfare policy to make sure it is inclusive of LGBTI identities and make this policy known to the school community
- **Ensure** staff members are comfortable in confronting questions and problems that arise from anti-homophobia campaigns and in relation to LGBTI identities
- **Encourage** staff not to impose their personal values and attitudes on learners if they are not LGBTI-affirming

This last point is particularly important: racism and sexism are unacceptable in South African schools and LGBTI identities are another form of diversity that is protected under our legislation and in our educational policies. Teachers who are transformed in their attitudes towards sexual and gender minorities display professionalism and competence in their teaching practice.

Why not make this year the one in which all of your learners feel safe, respected and included in your school?

The Department of Basic Education's School Safety Framework provides a number of general tips for educators in preventing bullying:

CREATE 'safe spaces' by implementing a 'Check it at the door' policy

WRITE everything down regarding the details of the bullying incident as soon as possible after it happens

SHARE bullying experiences such as by telling learners about people such as celebrities who have overcome bullying

BE accessible to learners so that learners who don't want to come forward publicly can still report bullying

4 STEPS TO STOP HOMOPHOBIC BULLYING

The Department of Basic Education recommends intervening immediately, getting the facts about the incident, telling learners you are aware of their behaviour, making a teachable experience of the incident and monitoring the individuals involved to ensure that the bullying stops.

There are also a number of steps that teachers and schools can take to stop homophobic bullying in particular:

- Acknowledge and identify the problem of homophobic bullying
- Develop policies which recognise the existence of homophobic bullying
- Promote a positive social environment where all learners are supported and safe
- Address staff training needs on sexual and gender diversity
- Provide information and support for LGBTI learners (see Resources)
- Address bullying, including homophobic bullying, in curriculum planning in accordance with the Curriculum and Assessment Policy Statements
- Use outside expertise in addressing homophobic bullying
- Encourage role models such as openly LGBTI staff, parents/carers or other learners
- Do not assume that all learners and staff are heterosexual or gender normative
- Do not assume that learners or staff experiencing homophobic bullying are LGBTI identified
- Make successes known and update the school anti-bullying policy
- Do research projects on famous LGBTI people or characters
- Integrate LGBTI issues and anti-homophobia education within and across the curriculum and relevant subject areas

5 A LEARNER TELLS YOU ABOUT HOMOPHOBIC BULLYING



During the course of your work a young person may tell you that they are the target of homophobic bullying. You know that any young person can be the target of homophobic bullying regardless of their sexual orientation or gender identity.

There are a number of helpful ways that you can respond:

- Avoid asking about or assuming to know the sexual orientation or gender identity of the learner
- Address the homophobic bullying and not the learner's identity
- Make it clear that homophobic bullying is unacceptable
- Avoid telling the learner to change their clothing or appearance to escape being bullied
- Follow your school's policies in terms of intervening and reporting the incident
- Show the learner that you are open and non-judgmental
- Remind the learner about the school's LGBTI-inclusive policies
- Offer positive and affirming messages about LGBTI people
- Allow the learner to begin any conversation about his/her identity

If the learner does disclose that they are LGBTI there are a number of helpful ways that you can respond:

- Say that it takes courage to come out to other people
- Avoid saying that the learner is too young to know if s/he is LGBTI
- Show the learner that you are open and non-judgmental
- Be honest about what you know and don't know about LGBTI identities and offer to find out more information if the learner wants
- Be aware that many LGBTI young people simply want to tell a supportive adult rather than have a long discussion
- Respect confidentiality and privacy by not disclosing the learner's identity to other people
- Make sure the young person has access to supports (see Resources)

6 ADVICE FOR LEARNERS

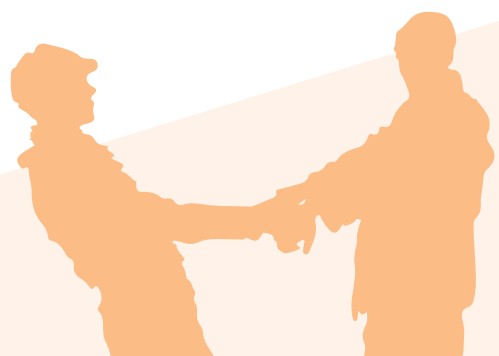
The deputy principal of my school said that [lesbianism] was a taboo in our culture. She called me and my girlfriend to her office to separate us. She said to us we must marry men, have children.

Nomusa, 19 (Human Rights Watch, 2011)

All educators are part of bullying prevention and can help to prevent homophobic bullying. Speaking out is important, so part of the prevention process is confronting homophobic bullying and sending a clear message that it is unacceptable.

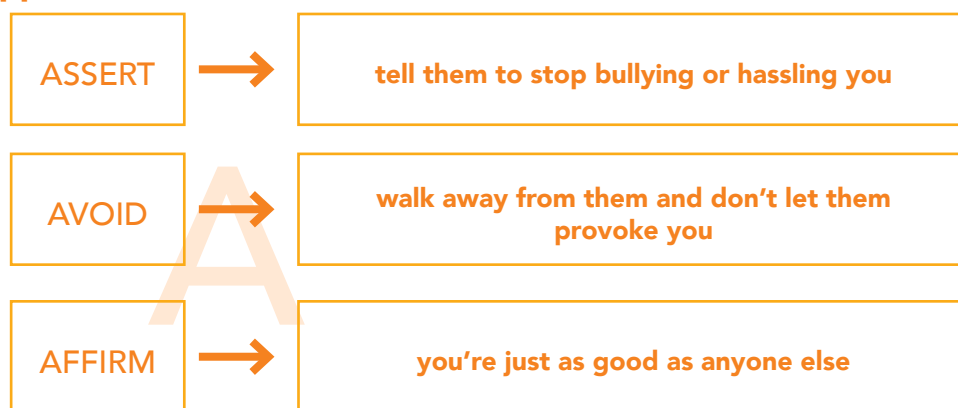
Teachers can advise learners on how best to respond when homophobic bullying occurs and can tell learners:

- **Tell someone you trust:** talk to a trusted adult or friend who respects your confidentiality such as a teacher, parent, relative, counsellor, coach or faith leader. Keep telling until someone helps you as no one deserves to be bullied
- **Know your rights:** check out your school's bullying prevention policies or learner code of conduct. Your school has a responsibility to protect you from bullying and abuse. You have the right to be respected and feel safe at your school and in your community regardless of your sexual orientation or gender identity
- **Stay safe:** don't fight back. Bullies want attention and fighting back gives them what they want. If you fight back, you may get hurt or make the situation worse. If you are a bystander, go for help and provide moral and emotional support to the person being bullied
- **Write down everything:** keep a record about the incident, including the date, time, location and what was said or done. If you are being bullied online, don't delete the message. You don't have to read it, but keep it as it's your evidence. The police or school authorities can use this information to help protect you from further abuse
- **Remain calm:** you do not have to reveal your sexual orientation or gender identity to seek help. Unless you are at risk for self-harm, your teacher or school counsellor does not have to tell your parents/caregiver about your sexuality or gender identity. You also don't have to deal with bullying on your own: caring and trusted adults are available to help and support you
- **Find support in your community:** check to see if there is a local LGBTI youth support group where you can meet other young people (see Resources)



Teachers can also advise learners who are experiencing homophobic bullying to follow the **Triple-A Approach**:

Triple-A Approach



Teachers can also tell learners that if they see other learners being bullied, they can stand up and support them. Learners can follow the **3 Step Approach** if they witness homophobic bullying:

3 Step Approach

NAME IT

Name the behaviour you see: 'You're just bullying him/her'

CLAIM IT

Say how it makes you and others feel: 'I don't like that and no one else does either'

STOP IT

Tell the bully what you want to happen: 'STOP IT'

Conclusion

Teachers have an important and central role to play in the transformation of South African society. Just as our policies and communities are working towards an inclusive and equal society for all, so too must our schools reflect and respect the broad diversity of South Africa's people.

Lesbian, gay, bisexual, transgender and intersex young people are part of the varied fabric of South Africa in our communities and in our schools. Schools are a central site for challenging exclusion and fostering social justice and this includes ending discrimination towards sexual and gender minorities. The Department of Basic Education sees this as part of the bigger project of Education for All in South Africa.



Young people and teachers seeking information and support can contact some of the following LGBTI organisations and community groups:

GAUTENG

The Gay and Lesbian Archives in Memory (GALA)

Online: www.gala.co.za

T: (011) 717 4239

Forum for the Empowerment of Women

Online: www.few.org.za

T: (011) 403 1907/ (011) 403 1907

OUT Well-Being Pretoria

Online: www.out.org.za

T: (012) 430 3272

Coalition of African Lesbians

Online: www.cal.org.za

T: (011) 4030 004

KWAZULU-NATAL

The Durban Lesbian and Gay Community and Health Centre

Online: www.gaycentre.org.za

T: (031) 312 7402

The Gay and Lesbian Network (Pietermaritzburg)

Online: www.gaylesbiankzn.org

T: (033) 342 6165/ (033) 342 6500

CAPE TOWN

Triangle Project

Online: www.triangle.org.za

T: (021) 686 1475

NORTHERN CAPE

LEGBO Northern Cape (Kimberly)

Online: www.legbo.org

T: (073) 626 3346

RESOURCES

RESOURCES

LGBTI religious groups

Islam

The Inner Circle (Cape Town)

Online: www.theinnercircle.org.za

T: (021) 761 0037

Christianity

Metropolitan Community Churches (Johannesburg, Cape Town, Pretoria)

Online: www.mcccchurch.org.za

Judaism

Jewish Outlook

Online: www.jewishoutlook.org.za

T: (076) 2158600

TRANSGENDER INFORMATION AND SUPPORT:

Gender DynamiX (Athlone)

Online: www.genderdynamix.org.za

T: (021) 6335287

Lesbian and Gay Equality Project

Email: info@equality.org.za

T: (011) 487 3810/1

Government reports

Department of Basic Education (2011) *Values in Action: A manual in constitutional values and school governance for School Governing Bodies and Representative Councils of Learners in South African public schools*. Pretoria: Department of Basic Education.

Department of Basic Education/Centre for Justice and Crime Prevention (2012) *School Safety Framework: Addressing bullying in schools*. Cape Town: Centre for Justice and Crime Prevention.

Education research

Bhana, D. (2012) Understanding and addressing homophobia in schools: a view from teachers. *South African Journal of Education*, 32, 307-318

Francis, D. and Msibi, T. (2011) Teaching about heterosexism: Challenging homophobia in South Africa. *Journal of LGBT Youth*, 8(2)

Msibi, T. (2012) 'I'm used to it now': Experiences of homophobia among queer youth in South African township schools'. *Gender and Education*, Online at: <http://dx.doi.org/10.1080/09540253.2011.645021>

RESOURCES

Potgieter, C. and Reygan, F. (2012) Lesbian, gay and bisexual citizenship: A case study as represented in a sample of South African Life Orientation textbooks. *Perspectives in Education* 30(4): 39-51

International resources

There are some great LGBTI initiatives around the world and the following websites will provide teachers and learners with more information:

The International Lesbian, Gay, Bisexual, Trans and Intersex Association

Online: www.ilga.org

Africa

Behind the Mask

Online: www.mask.org.za

USA

Gay, Lesbian, Straight Education Network (GLSEN)

Online: www.glsen.org

Europe

BeLongTo, Ireland

Online: www.belongto.org

Terrence Higgins Trust, UK

Online: www.tht.org.uk

THE LAW

The Department of Basic Education's (2012) *School Safety Framework* points out that bullying can have legal consequences and in many cases provides grounds for charging and prosecuting the bully under our criminal and legal systems. For example, physical and sometimes verbal bullying could be prosecuted as assault and sexual bullying could be prosecuted under the Sexual Offences Act. If perpetrators are found guilty they would have criminal records and could face fines, jail time or correctional supervision.

Laws also exist for the education sector that bind schools. For example, the National Educational Policy Act requires the Department of Basic Education, schools and school authorities to foster an enabling education system that supports the full personal development of each learner and contributes to the moral, social, cultural, political and economic development of South Africa.

SCHOOL CHARTER AGAINST Homophobic Bullying

- 1 Promote the self-esteem of all students in all aspects of school life
- 2 Value other cultures and lifestyles: it's OK to be different
- 3 Treat all people with respect regardless of sexuality and gender identity
- 4 Ensure equal rights for everyone
- 5 Offer counselling/support around issues concerning sexual and gender identity
- 6 Create more opportunities for discussion in school to raise awareness about homophobia and its effects
- 7 Challenge name-calling of all sorts
- 8 Publish LGBTI resources around school
- 9 Discipline those who engage in homophobic bullying

