

# AGENDA

**Meeting:** Devizes Area Board  
**Place:** Devizes Community Hub and Library, 25 Sheep Street, Devizes, SN10 1DJ  
**Date:** Monday 10 September 2018  
**Time:** 6.30 pm

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Including the Parishes of All Cannings, Bishops Cannings, Bromham, Cheverell Magna, Cheverell Parva, Devizes, Easterton, Erlestoke, Etchilhampton, Market Lavington, Marston, Potterne, Roundway, Rowde, Stert, Urchfont, West Lavington and Worton.

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**The Area Board welcomes and invites contributions from members of the public. The chairman will try to ensure that everyone who wishes to speak will have the opportunity to do so.**

If you have any requirements that would make your attendance at the meeting easier, please contact your Democratic Services Officer.

**Refreshments and networking opportunity from 6:00pm.**

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Please direct any enquiries on this Agenda to Tara Shannon Democratic Services Officer, direct line 01225 718352 or email [tara.shannon@wiltshire.gov.uk](mailto:tara.shannon@wiltshire.gov.uk)

All the papers connected with this meeting are available on the Council's website at [www.wiltshire.gov.uk](http://www.wiltshire.gov.uk)

Press enquiries to Communications on direct lines (01225) 713114 / 713115.

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## Wiltshire Councillors

Cllr Anna Cuthbert, Bromham, Rowde and Potterne  
Cllr Peter Evans, Devizes East  
Cllr Sue Evans, Devizes North  
Cllr Richard Gamble, The Lavingtons and Erlestoke  
Cllr Simon Jacobs, Devizes and Roundway South (Chairman)  
Cllr Laura Mayes, Roundway  
Cllr Philip Whitehead, Urchfont and the Cannings (Vice-Chairman)

## **Recording and Broadcasting Information**

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By entering the meeting room you are consenting to being recorded and to the use of those images and recordings for broadcasting and/or training purposes.

The meeting may also be recorded by the press or members of the public.

Any person or organisation choosing to film, record or broadcast any meeting of the Council, its Cabinet or committees is responsible for any claims or other liability resulting from them so doing and by choosing to film, record or broadcast proceedings they accept that they are required to indemnify the Council, its members and officers in relation to any such claims or liabilities.

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## **Parking**

To find car parks by area follow [this link](#). The three Wiltshire Council Hubs where most meetings will be held are as follows:

**County Hall, Trowbridge**  
**Bourne Hill, Salisbury**  
**Monkton Park, Chippenham**

County Hall and Monkton Park have some limited visitor parking. Please note for meetings at County Hall you will need to log your car's registration details upon your arrival in reception using the tablet provided. If you may be attending a meeting for more than 2 hours, please provide your registration details to the Democratic Services Officer, who will arrange for your stay to be extended.

## **Public Participation**

Please see the agenda list on following pages for details of deadlines for submission of questions and statements for this meeting.

For extended details on meeting procedure, submission and scope of questions and other matters, please consult [Part 4 of the council's constitution](#).

The full constitution can be found at [this link](#).

For assistance on these and other matters please contact the officer named above for details

	<b>Items to be considered</b>	<b>Time</b>
1	<p><b>Welcome</b></p> <p>To welcome those present to the meeting.</p>	<b>6.30pm</b>
2	<p><b>Apologies for Absence</b></p> <p>To receive any apologies for absence.</p>	
3	<p><b>Minutes</b> (<i>Pages 1 - 10</i>)</p> <p>To approve and sign as a correct record the minutes of the meeting held on 16 July 2018.</p>	
4	<p><b>Declarations of Interest</b></p> <p>To receive any declarations of disclosable interests or dispensations granted by the Standards Committee.</p>	
5	<p><b>Chairman's Announcements</b> (<i>Pages 11 - 14</i>)</p> <p>To receive the following announcements through the Chairman:</p> <ul style="list-style-type: none"> <li>• Local Government Boundary Commission for England – Consultation</li> <li>• Annual Electoral Canvass</li> </ul>	<b>6.35pm</b>
6	<p><b>Partner Updates</b> (<i>Pages 15 - 30</i>)</p> <p>To receive updates from the following partners:</p> <ul style="list-style-type: none"> <li>• Wiltshire Police</li> <li>• Police and Crime Commissioner</li> <li>• Fire and Rescue Service</li> <li>• Health Services</li> <li>• Devizes Community Area Partnership</li> <li>• Schools updates</li> <li>• Town and Parish Councils</li> </ul>	<b>6.40pm</b>
7	<p><b>Community Area Transport Group (CATG)</b> (<i>Pages 31 - 44</i>)</p> <p>To consider any updates and recommendations arising from the Community Area Transport Group (CATG).</p>	<b>6.50pm</b>
8	<p><b>Air Quality</b></p> <p>To receive any updates from the Devizes Air Quality and Transport Strategy Group.</p>	<b>7.00pm</b>
9	<p><b>Devizes Health and Wellbeing Group</b></p> <p>To receive an update from the Devizes Health and Wellbeing</p>	<b>7.05pm</b>

	Group.	
10	<p><b>Local Youth Network</b></p> <p>To receive any updates from the Local Youth Network:</p> <ul style="list-style-type: none"> <li>• Wiltshire Wildlife Trust update</li> </ul>	7.15pm
11	<p><b>Barnardo's LGBTQ Report</b> (<i>Pages 45 - 102</i>)</p> <p>To receive a presentation from Barnardo's on the LGBTQ report commissioned by the Local Youth Facilitator.</p> <p>To consider the Local Youth Network request that the recommendations in the report are ratified by the Board.</p>	7.25pm
12	<p><b>Wiltshire Council Shared Lives Service</b></p> <p>A presentation from Ronni Lever on the Wiltshire Council Shared Lives Service.</p>	7.35pm
13	<p><b>Wiltshire Clinical Commissioning Group</b></p> <p>To receive a presentation from the Wiltshire Clinical Commissioning Group.</p>	7.45pm
14	<p><b>Open Floor</b></p> <p>Residents are invited to ask questions of their local councillors.</p>	7.55pm
15	<p><b>Area Board Funding</b> (<i>Pages 103 - 104</i>)</p> <p>To consider the following application to the Community Area Grants Scheme:</p> <ul style="list-style-type: none"> <li>• Devizes Development Partnership, £5,000 towards their Enhancement of Devizes CCTV project.</li> </ul>	8.05pm
16	<p><b>Urgent items</b></p> <p>Any other items of business which the Chairman agrees to consider as a matter of urgency.</p>	8.15pm
17	<p><b>Close</b></p> <p>The next ordinary meeting of the Area Board will be held on Monday 19 November 2018 at Devizes School, The Green, Devizes, SN10 3AG.</p>	8.15pm

# MINUTES

**Meeting:** DEVIZES AREA BOARD  
**Place:** Devizes Community Hub and Library, 25 Sheep Street, Devizes, SN10 1DJ  
**Date:** 16 July 2018  
**Start Time:** 6.30 pm  
**Finish Time:** 8.00 pm

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Please direct any enquiries on these minutes to:

Tara Shannon (Democratic Services Officer), on 01225 718352 or [tara.shannon@wiltshire.gov.uk](mailto:tara.shannon@wiltshire.gov.uk)

Papers available on the Wiltshire Council website at [www.wiltshire.gov.uk](http://www.wiltshire.gov.uk)

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## **In Attendance:**

### **Wiltshire Councillors**

Cllr Anna Cuthbert, Cllr Peter Evans, Cllr Sue Evans, Cllr Richard Gamble, Cllr Simon Jacobs (Chairman), Cllr Laura Mayes and Cllr Philip Whitehead (Vice-Chairman)

### **Wiltshire Council Officers**

Deb Griffin (Health Trainer, Public Health)  
Graeme Morrison (Community Area Manager)  
Helen Bradley (Local Youth Facilitator)  
Lise Griffiths (Health Trainer, Public Health)  
Tara Shannon (Democratic Services Officer)

### **Town and Parish Councillors**

Devizes Town Council  
Potterne PC  
Worton PC

### **Partners**

Wiltshire Police

**Total in attendance: 42**

<u>Agenda Item No.</u>	<u>Summary of Issues Discussed and Decision</u>
1	<p><u>Election of a Chairman for 2018/2019</u></p> <p>The Democratic Services Officer opened the meeting and called for nominations for Chairman for 2018/19.</p> <p>Cllr Philip Whitehead, seconded by Cllr Richard Gamble, moved that Cllr Simon Jacobs be elected as Chairman.</p> <p>There being no other nominations, it was:</p> <p><b>Resolved:</b></p> <p><b>To elect Cllr Simon Jacobs as the Chairman for 2018-19.</b></p> <p>Cllr Jacobs then took the Chair.</p>
2	<p><u>Election of a Vice-Chairman for 2018/2019</u></p> <p>Nominations were sought for the position of Vice Chairman for 2018-2019.</p> <p>Cllr Simon Jacobs, seconded by Cllr Sue Evans moved that Cllr Philip Whitehead be elected as Vice Chairman.</p> <p>There being no other nominations, it was:</p> <p><b>Resolved:</b></p> <p><b>To elect Cllr Philip Whitehead as Vice Chairman for 2018-19.</b></p>
3	<p><u>Welcome</u></p> <p>The Chairman welcomed those present to the meeting and asked the board to introduce themselves. The Chairman also drew attention to free blood pressure checks that were being offered at the meeting by Wiltshire Council Health Trainers.</p>
4	<p><u>Apologies for Absence</u></p> <p>There were no apologies for absence.</p>
5	<p><u>Minutes</u></p> <p><b>Resolved:</b></p> <p><b>To confirm the minutes of the meeting held on 14 May 2018 with the amendment under minute 40, paragraph 4, that the word ‘parish’ be</b></p>

	<b>changed to 'division'.</b>
6	<p><u>Declarations of Interest</u></p> <p>There were no declarations of interest.</p>
7	<p><u>Appointments to Outside Bodies and Working Groups</u></p> <p>The Board considered the Outside Bodies and Working Groups report attached to the agenda.</p> <p>It was proposed that the Area Board reconstituted the working groups of the Area Board and appointed working group representatives and members to outside bodies as detailed in the report.</p> <p>An additional representative, Cllr Peter Evans, was appointed to the Outside Body - Devizes Air Quality and Transport Strategy Working Group.</p> <p>An additional representative, Cllr Philip Whitehead, was appointed to the Outside Body - Devizes Leisure Centre Group .</p> <p>The Devizes Community Area Wellbeing Group was to be known as the Devizes Health and Wellbeing Group going forward.</p> <p>An additional representative, Cllr Peter Evans, was appointed to the Devizes Health and Wellbeing Group.</p> <p>An additional representative, Cllr Peter Evans, was appointed to the Air Quality and Transport Strategy Working Group.</p> <p>The Older Persons Champion was to be known as the Health and Wellbeing Chairman going forward.</p> <p>Cliff Evans was appointed Health and Wellbeing Chairman.</p> <p><b>Resolved:</b></p> <p><b>The Devizes Area Board agreed to:</b></p> <ul style="list-style-type: none"> <li><b>a) Appoint Councillor representatives to Outside Bodies as set out at Appendix A, with the amendments above;</b></li> <li><b>b) Reconstitute and appoint to the Working Group(s) as set out in Appendix B, with the amendments above;</b></li> <li><b>c) Note the Terms of Reference for the Working Group(s), as set out in Appendix C.</b></li> <li><b>d) Appoint an Older Person's Champion for the Area Board, in accordance with Appendix D, with the amendments above.</b></li> </ul>
8	<u>Chairman's Announcements</u>

	<p>The Chairman made the following announcements:</p> <ul style="list-style-type: none"> <li>• <b>UK Youth Parliament Elections and Activity</b> The Chairman summarised the agenda report on the UK Youth Parliament.</li> <li>• <b>London Road/Windsor Drive works</b> Cllr Philip Whitehead, at the Chairman’s invitation gave details regarding the London Road/Windsor Drive road works. Work was due to commence on 23 July 2018 and inevitably would cause some congestion. However effects were to be minimised by doing evening works and utilising overnight road closures. The works would increase the throughput of traffic by five times.</li> <li>• <b>New Devizes Town Council Clerk</b> The Chairman welcomed and congratulated the newly elected Devizes Town Council Clerk, Simon Fisher on his appointment. Simon Fisher briefly introduced himself to the meeting.</li> </ul>
9	<p><u>Partner Updates</u></p> <p>Written updates were available in the agenda pack from Wiltshire Police, Fire and Rescue Services, Healthwatch Wiltshire and the Wiltshire Clinical Commissioning Group.</p> <p>In addition to the written updates, the following verbal updates were given by partners present.</p> <ul style="list-style-type: none"> <li>• <b>Wiltshire Police</b> Inspector Chris Martin gave an update stating that there had been a reduction in vehicle crime, however burglaries had increased so this would be made a priority. Wiltshire Police had endured an extremely busy time, dealing with the Salisbury and Amesbury major incidents, the World Cup, the Air Tattoo and Donald Trump’s visit to the UK. The hope was that work levels would return to a more normal level. Work had been undertaken at the prison to help prevent contraband and drugs entering the premises. The Inspector’s new deputy Sergeant Peter Fisher would be starting work in a few weeks.</li> <li>• <b>CCG</b> It was noted that the CCG would be attending the next meeting of the Devizes Area Board to give an update.</li> <li>• <b>Schools Update</b> Representatives from Devizes School and Lavington School gave a joint update regarding a satellite sixth form centre that would be opening at Lavington School in September 2018. This would enable students at Lavington School to undertake 8 sixth form subjects on site at Lavington, with further subjects available at Devizes School. Approximately 25 students were enrolled to start in September. The hope was that this project would grow over time preventing the loss of young people to out</li> </ul>



	<p>of area colleges. The Board offered their congratulations.</p> <ul style="list-style-type: none"> <li>• <b>Town and Parish Councils</b> Devizes Town Council gave a brief update stating that they were planning many events for the centenary commemorations of World War One. They requested that anyone locally also running an event for this contact the Town Council so that they could capture all the information and include it in their publicity.</li> </ul>
10	<p><u>Local Youth Network</u></p> <p>Helen Bradley, Local Youth Facilitator gave an update on the LYN and introduced the youth grant funding as detailed in the agenda.</p> <p>It was requested the Board note the following application for youth grant funding as this had already been awarded under delegated powers:</p> <ul style="list-style-type: none"> <li>• Lavington School, £900 towards their Rainbow Shower project.</li> </ul> <p>It was requested that the Board consider the LYN recommendation for the following application for youth grant funding:</p> <ul style="list-style-type: none"> <li>• Make Devizes Makaton Friendly, £1000 towards licenses. (The LYN recommendation was to award £500 of the £1000 requested).</li> </ul> <p><b>Resolved:</b></p> <p><b>To note that Lavington School had been awarded £900 under delegated powers, towards their Rainbow Shower Project.</b></p> <p><b>To award Make Devizes Makaton Friendly, £500 of the £1000 requested, for licences for youth friendly organisations, as per the LYN recommendation.</b></p> <p>The Chair advised the meeting that Helen was leaving her role as Local Youth Facilitator for Wiltshire Council and thanked Helen for all her hard work.</p>
11	<p><u>The Yarn Day Centre</u></p> <p>A presentation was given by Rachel Farr of The Yarn Day Centre, for adults with learning disabilities.</p> <p>It was explained that although the centre was for adults with learning disabilities, often service users had dual diagnoses and had health problems as well.</p> <p>The centre runs planned activities that promote independence and community integration, for example friendship skills and kitchen skills. The timetable was changed every six months, after consultation with clients to determine what they found most helpful and enjoyable. Other activities the clients took part in were karaoke, bowling, swimming, gardening and yoga. Anything which got them out</p>

	<p>into the community was deemed to be helpful. Opportunities for clients to undertake volunteering work were being looked at.</p> <p>Referrals to the service could be made by social workers, or community coordinators.</p> <p>The service was located at the Southbroom Centre, next to the Leisure Centre and it was currently being refurbished. The refurbishment was due to be completed by the beginning of November 2018 and amongst other things was going to improve accessibility, the kitchen area and the sensory area.</p> <p>The Chairman thanked Rachel for her presentation.</p>
12	<p><u>Parking in Devizes</u></p> <p>Cllr Whitehead gave an update on parking in Devizes.</p> <p>After a third meeting with Devizes Town Council and a second meeting with local businesses, it was reported that good progress was being made towards a decision. All areas were being looked at and nothing had been rejected. It was possible that they may incorporate more than one idea into the final plan.</p> <p>In response to questions, it was stated that it was unlikely that anything would be finalised before next year. There were no problems with finances, however the decision would not be made on cost alone. It was reiterated that the Council would work with Devizes Town Council and local businesses on a solution.</p>
13	<p><u>Community Engagement Manager Update</u></p> <p>The community engagement manager, Graeme Morrison, gave an update.</p> <p><b>Devizes Community Area Wellbeing Day</b>  The first Community Area Wellbeing Day was held on Saturday 23 June 2018 on the green. The aim of the event was:</p> <ul style="list-style-type: none"> <li>• To provide a fun and entertaining day for older and more vulnerable people in the community.</li> <li>• To allow promotion for clubs, societies, charities and other organisations.</li> <li>• To enable people who would otherwise not hear or know about these services to find out more about what is available in their community.</li> </ul> <p>Thanks were given to those who helped, in particular: The Devizes Rotary Club, Cliff Evans, Anne Dunham, Mike Challinor, Devizes Town Cllr Judy Rose, Devizes Town Cllr Albert Wooldridge, Tina Perryman, St James Church, Coral Cove and Devizes PHAB and everyone who attends the Devizes Community Area Wellbeing Group.</p> <p>The day itself was a success with the weather being kind, lots of members of the public attending and over 40 clubs and associations exhibiting.</p>

	<p>There was to be another Wellbeing Day held next summer, which was pencilled in for Saturday 22 June 2019.</p> <p><b>First World War Commemorative Tree Planting Update</b>  After this concept was first floated at the Area Board in summer 2017 all 17 Devizes Parishes were invited to take part and the parishes took the lead identifying suitable sites where trees could be planted. The decision was taken to only plant trees in communities. Confirmation had been received from the Woodland Trust that the bid for trees had been successful. Planting would take place in November 2018.</p> <p><b>Bradbury Manor</b>  Bradbury Manor provides respite care for people with learning disabilities, some of whom may also have additional physical care needs. The gardens had become overgrown and many volunteers had given time to improve the gardens, with work to be ongoing. Thanks were given to these volunteers and also to the Devizes Men's Shed who were going to volunteer their services for maintenance etcetera. Further volunteers are needed and the CEM requested that if anyone could give up time they get in contact.</p>
14	<p><u>Open Floor</u></p> <p>The Chairman invited the public to ask questions of its local councillors.</p> <p>Cllr Albert Giraud-Saunders of Devizes Town Council advised the meeting that Devizes Town Council had voted to ban Chinese lanterns at a recent meeting.</p> <p>There were no questions from the public to the Board.</p>
15	<p><u>Area Board Funding</u></p> <p>Applications to the Community Area Grants Scheme were considered.</p> <p>A representative from DOCA spoke in support of their application for their Getting Seen project. The representative explained that the funds would be used for signage, t-shirts and materials to promote DOCA and fundraise for the Devizes Street Art festival. Substantial funds had already been secured from the Arts Council, however they would only fund artistic materials, hence the need for further fundraising. The street arts festival was thought to bring around 35,000 people into Devizes.</p> <p>The Chair noted that £2,708 of this application has been approved in between meetings via a delegated decision by Graeme Morrison. The balance of £2,292 was to be considered by the Area Board.</p> <p>Cllr Gamble and Cllr Jacobs spoke in support of DOCA and praised the events they run.</p>

	<p>A representative from Caenhill Countryside Centre spoke in support of their application for mechanical equipment. It was;</p> <p><b><u>Resolved</u></b></p> <p><b>To grant Devizes Outdoor Celebratory Arts (DOCA), the balance of the £5000 requested in their application - £2,292, towards signage, t-shirts and materials for their Getting Seen project. (£2,708 of this application had been approved in between meetings via a delegated decision by Graeme Morrison).</b></p> <p><b>To grant the Caenhill Countryside Centre, £3000.00 towards mechanical equipment.</b></p> <p>The board considered the recommendations for Health and Wellbeing Funding.</p> <p>A representative from Richmond Fellowship spoke in support of their application. It was explained that they planned to hold a half day forum for local businesses on mental health awareness. Uptake had been good so far and a draft agenda for the day was shown to the Board.</p> <p>Lucy Heasman of the Make Devizes a Makaton Friendly Town spoke in support of her application.</p> <p>It was;</p> <p><b>Resolved:</b></p> <p><b>To grant Richmond Fellowship £650.00 for their project Improved Mental Health in the Workplace.</b></p> <p><b>To grant Lucy Heasman £500.00 for her Make Devizes a Makaton Friendly Town project.</b></p> <p>In response to questions the Chairman clarified the grants to Lucy Heasman, for the Make Devizes a Makaton Friendly Town project. The Board has resolved to give her £500.00 from Health and Wellbeing Funding and £500.00 from Youth Grant funding. The Youth Grant funding was to be used for licenses for youth oriented businesses.</p>
16	<p><b><u>Community Area Transport Group (CATG)</u></b></p> <p>The board received a brief update on the CATG from Cllr Whitehead. There had been two meetings since the last area board. A standard CATG meeting and a special meeting to allocate spending on pavements. The minutes of the special meeting were attached to the agenda and the minutes of the ordinary CATG meeting were published as an agenda supplement on 16 July. The Devizes</p>

	<p>CATG achieved more schemes than any other area board and thanks were passed to the CATG team. The next CATG meeting would be on Thursday 19 July at 10.00am and all were welcome to attend.</p> <p>Cllr Gamble added that if parishes had schemes they wished to promote that were too expensive for CATG they may be able to use the substantive highway funding scheme. A briefing note (number 361) had been circulated regarding this.</p> <p>The new A303 Consultation would be open from 17 July 2018 to 14 August 2018 and the meeting was encouraged to look at the Highways England website and take part in the consultation.</p>
17	<p><u>Air Quality</u></p> <p>Graeme Morrison gave a brief update. There had been no Devizes Air Quality and Transport Strategy Group since the last Area Board. However the figures for air quality had come back and there had been an improvement across the town and across Wiltshire.</p>
18	<p><u>Urgent items</u></p> <p>There were no urgent items.</p>
19	<p><u>Close</u></p> <p>The next meeting of the Devizes Area Board would be held on 10 September 2018 at Devizes Hub and Library.</p>

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# Agenda Item 5

## Chairman's Announcements

<b>Subject:</b>	<b>Electoral Review of Wiltshire Council- Update Consultation on New Division Boundaries</b>
<b>Web contact:</b>	<a href="mailto:committee@wiltshire.gov.uk">committee@wiltshire.gov.uk</a> / <a href="https://consultation.lgbce.org.uk/node/14518">https://consultation.lgbce.org.uk/node/14518</a>

The Local Government Boundary Commission for England has decided up on a future council size for Wiltshire Council of 98.

A consultation on a pattern of electoral divisions for that council size will run from 28 August 2019 to 5 November 2019. Any person or organisation can access the consultation portal and respond at this [link](#). If you would like to make a submission please see the link to the briefing note below to assist you.

Any proposals must align as closely as possible to an electorate size of 4291 per division (projected figures for 2024), reflect community identity, and provide convenient and effective local government.

Wiltshire Council will be making a submission on a pattern of divisions, and welcomes any representations from any person or organization to assist it in preparing that submission. Any representations should be sent to [committee@wiltshire.gov.uk](mailto:committee@wiltshire.gov.uk)

For more detailed background information and next steps please see this [briefing note](#).





## Chairman's Announcements

<b>Subject:</b>	<b>Council urges electronic answer to electoral roll inquiries</b>
<b>Web contact:</b>	<a href="http://www.wiltshire.gov.uk/elections-register-to-vote">http://www.wiltshire.gov.uk/elections-register-to-vote</a>

Between August and November 2018, we will be sending out around 220,000 Household Enquiry Form (HEF) one to every residential property in Wiltshire. This form is used to collect information to ensure anyone who is eligible to register at the property is actually registered.

It is a legal requirement to provide the information requested to ensure it is still current and accurate.

It is important that you respond to this form to avoid reminders being sent.

### **The quick and easy way to respond to your form**

Using the security codes printed at the top of your Household Enquiry Form

- Online at: [www.householdresponse.com/wiltshire](http://www.householdresponse.com/wiltshire)
- Telephone: (Freephone) 0800 197 9871
- Text: NOCHANGE to 80212

If you add anyone to the form they will still need to register individually by going on **[www.gov.uk/register-to-vote](http://www.gov.uk/register-to-vote)**. They will need to provide their date of birth and national insurance number to complete their registration.

If you are unable to use the automated options, you can complete and return the form in the envelope provided.

For more information on electoral registration and voting, visit <http://www.wiltshire.gov.uk/elections-register-to-vote>

Electoral Services  
Wiltshire Council



## Devizes Area Board Police Report September 2018

### 1. East Community Policing Team

**Sector Head:** Inspector Chris Martin

**Community Coordinator:** PC 2620 Emily Grigor

**Devizes Town PCSO's:**

PCSO Melissa Camilleri



PCSO Paula Yarranton



PCSO Kelly Watts



Hello and welcome to this Community Policing Team report,

### Targeted Patrols Devizes and surrounding areas:

#### Burglaries

Unfortunately East CPT has seen a rise in burglaries over the past 8 weeks, due to this we have now ensured this is a priority for East CPT.

Alongside our increased patrols we are offering the following security advice to residents;

*To improve the security in and around your home we are asking residents to remember the following advice:*

- *Lock your doors and windows every time you leave the house, even if you're in the garden, and make sure you have approved locks or bolts on all doors and windows*
- *Never leave a spare key in a hiding place like in a plant pot or letterbox - a thief knows all the hiding places*
- *Keep all keys, purses and wallets out of sight and away from the letterbox*
- *Consider installing a burglar alarm, and only use a company that is registered or certified with the NSI or the SSIAB*
- *Do not open the door to anyone you don't know or are not expecting. Always check by using a spy-hole or look through a window*
- *Make sure that you have up to date contents insurance*
- *Register all serial numbers from electrical items, tools and garden equipment with Immobilise.com (the free national property register). Mark items without serial numbers with an artificial DNA property marker such as Smartwater or SelectaDNA*
- *Do not keep large amounts of cash at home - it is much safer in a bank or building society*

- *Trim back any plants and hedges at the front of your property to no higher than 1 metre to remove hiding places*
- *Always report any suspicious activity, note any vehicle registrations, descriptions of persons involved and direction of travel*
- *Use a timer to set lights to mimic your usual activity when you are not at home*
- *Take photographs of all jewellery including hallmarks and keep them safe. Also consider using an artificial DNA property marker on jewellery or other valuable items*
- *Make sure any bolts are low enough so they cannot be opened by reaching over the top of the gate.*

**Media**

Facebook <https://www.facebook.com/wiltshirepolice/>

Or sign up to Community Messaging <https://www.wiltsmessaging.co.uk/>

**Drugs**

There have been 10 drugs offences recorded in the Devizes area between 01/07/2018 and 22/08/18.

These drug offences include any Class of drug.

**Domestic Abuse**

Devizes CPT have dealt with 52 domestic incidents in the Devizes area between 01/07/18 to 22/08/18.

A number of these incidents resulted in criminal action being taken.

**Missing Persons**

Devizes CPT have dealt with 21 reports of missing persons between 01/07/18 – 22/08/18

These missing persons can vary between children, young persons, adults and the elderly. Each individual case is graded appropriately to the circumstances.



**Update re Rural Crime Partnership**



### Wiltshire Rural Crime Team

24 July at 12:58 · 🌐



The NFU has partnered with the charity Crimestoppers to launch the Rural Crime Reporting Line, a service through which you can anonymously give information about four rural crimes.

Rural crime is on the rise and it is a serious issue for farmers, businesses and those who live in the countryside. Whether it is fly-tipping, hare coursing, livestock theft or machinery theft, rural crime has a devastating effect on farms and other rural businesses.

Those responsible for this blight on our countryside are suspected of having links to organised crime. It is vital we bring them to justice.

That's where you can help.

You can either call the dedicated Rural Crime Reporting Line on 0800 783 0137 or visit [www.ruralcrimereportingline.uk](http://www.ruralcrimereportingline.uk) to give information anonymously about one of these four crimes:

- Large-scale, industrial fly-tipping
- Hare coursing
- Livestock theft
- Machinery theft

The service was unveiled to MPs at a launch event in Westminster, where they were urged to encourage constituents to use the service and give information about these crimes in their area.



### Devizes This Month



### Devizes Police

Published by James Robbins [?] · 13 August at 00:08 · 🌐



Devizes Police will be targeting people cycling on the pavements in the town centre especially the Brittox and Little Brittox. If you are a cyclist please remember that you cannot cycle on the footways. We have received a number of complaints from pedestrians.







**Devizes Police**

Published by CrowdControlHQ Posting [?] · 7 August at 10:58 · 🌐



A 23-year-old Devizes man is currently in custody after he was arrested on suspicion of possession with intent to supply class B drugs and possession of a firearm.

At approximately 9.20pm on 6 August, officers attempted to stop a man seen acting suspiciously in the area of Windsor Drive, Devizes, but the man ran off into Proudman Road and down an alleyway.

A black holdall was located in the alleyway which contained a number of wraps of cannabis, approximately £590 in cash, weighing scales, a Taser and a PAVA canister.

Officers located and arrested a man and he was taken to Melksham custody for questioning.

Anyone with information should call police on 101 and quote crime reference number 54180073822.

Alternatively, call Crimestoppers anonymously on 0800 555 111.



Sunday afternoon patrols in Devizes.



## Good News

Due to the increased patrols from Police officers and PCSO's, alongside the signage erected at our beauty spots we have managed to reduce the amount of theft from motor vehicles.

This is a fantastic achievement and as such this is no longer a priority for the East CPT Sector.

We will however continue issuing advice to all parties regarding the security of their vehicles and property inside.

### **Dangerous and Persistent offenders**

Work is continuing with our SWITCH nominals, (those who are identified as persistent and prolific offenders), including intelligence gathering and relevant actions following dissemination. We currently have two nominals within the East Policing Area classified as such and we work closely with our SWITCH team members and partner agencies to manage these offenders.

This month we have accumulated one new offender – we see this as a positive move as the SWITCH team can manage this person.

**Inspector Chris Martin**

Wiltshire East CPT





## Devizes Area Board Report – 10<sup>th</sup> September 2018.

### Automatic fire alarms



Responding to automatic fire alarm (AFA) activations that subsequently turn out to be unwanted fire signals has been identified as a major draw on our resources, resulting in an inappropriate use of emergency crews and equipment.

Such activations cause resources to be diverted away from other, more important, activities, making them potentially unavailable to respond to genuine emergency calls.

Unwanted fire signals have a major impact on the Service and cause concern, as they:

- Render fire crews unavailable, creating the possibility of delayed attendance to genuine emergency calls.
- Create unnecessary risk to fire crews and members of the public when fire appliances respond under emergency conditions.
- Are disruptive to planned work, particularly training and community fire safety activities.
- Can cause a false expectation amongst personnel, especially those attending high numbers of false alarms.
- Impose significant financial burdens on the Service.
- Have a negative impact on employers who release on-call firefighters working the retained duty system.
- Cause problems for the occupiers of affected premises through lost production and general disruption to business continuity.
- Cause complacency among employees, reducing the effectiveness of automatic fire alarms by delaying the initiation of emergency procedures.
- Indicate other failings may exist within the premises' fire safety management.

A properly designed and maintained automatic fire detection system provides early warning of fire. However, a badly designed or poorly maintained system can become a potential hazard due to inappropriate or unwanted activations.

Management procedures should be set in place as part of an emergency plan. Suitably trained personnel should investigate the cause of the alarm activation before calling the fire and rescue service (with the notable exception of residential care providers who should not allow these procedures to cause undue delay in calling 999).

## Chinese lanterns



Chinese lanterns (also known as wish, sky or flying lanterns) have origins that go back thousands of years, and they have become increasingly popular as a way of celebrating weddings, birthdays, anniversaries or other special events.

However, there is a high risk of fire from using such lanterns, either through incorrect handling, unspent fuel cells or unexpected flight patterns.

The lanterns are generally made from paper, supported by a wire or card frame that incorporates a holder at the bottom for a solid fuel cell. The paper outer may or may not be fire retardant. Flying times suggested by manufacturers vary from 6-8 minutes and up to 20 minutes, with achievable heights claimed to be up to one mile.

Whilst lighting and launch are largely in the control of the user, the actual flight path and ultimate destination are generally not. There is also no guarantee that the fuel cell will be fully extinguished and cooled when the lantern eventually descends, and any subsequent contact with a combustible surface could result in a fire developing.

It is best to avoid using Chinese lanterns if you are near:

- Areas with standing crops.
- Buildings with thatched roofs.
- Areas of dense woodland.
- Areas of heath or bracken, especially in dry conditions.

### Top tips

- Lanterns should be used by responsible adults only.
- Adults should not be under the influence of alcohol or any substance that could affect their level of responsibility.
- When launching the lanterns, make sure you have a water supply to hand in case something goes wrong.
- Keep the launch area clear of combustible materials.
- Don't try and launch damaged lanterns – and be aware that writing messages on the paper can cause damage.
- Don't smoke whilst handling lanterns.
- Ensure that there is sufficient clearance for the lanterns to avoid obstacles such as trees, power lines or buildings.

- Avoid launching lanterns near roads, especially major roads or motorways, as they can be off-putting to drivers.
- Don't try and launch lanterns if it is windy, and be sure of the wind direction as this will affect the flight path.

## Fireworks



Fireworks are safe if you use them properly. If you're putting on a home display, you should follow some simple steps to make sure that everyone has a good time without getting hurt:

- Plan your firework display to make it safe and enjoyable.
- Keep fireworks in a closed box and use them one at a time.
- Read and follow the instructions on each firework, using a torch if necessary.
- Light the firework at arm's length with a taper and stand well back.
- Keep naked flames, including cigarettes, away from fireworks.
- Never return to a firework once it has been lit.
- Don't put fireworks in pockets and never throw them.
- Direct any rocket fireworks well away from spectators.
- Never use paraffin or petrol on a bonfire.
- Make sure that the fire is out and surroundings are made safe before leaving.

Download further information on [giving your own firework display](#) or for display organisers and operators [working together on a firework display](#).

### Did you know?

- It is against the law to carry fireworks in public if you're under 18.
- Fireworks must not be sold to anyone who is under 18.
- It is an offence to let off fireworks during night hours (11pm to 7am), except on Bonfire Night (midnight), Diwali, New Year, and Chinese New Year (1am).
- It is an offence under the Explosives Act 1875 to tamper with or modify fireworks.
- Sparklers can reach temperatures more than 15 times as hot as boiling water!

### After the event

- Never put fireworks, even those which are fully spent, on the bonfire.
- Never dispose of fireworks by burying them.



- Safely dispose of fully spent fireworks.
- Soak misfired or partly spent fireworks in a container of water in an area where they cannot be tampered with (preferably away from the display site) and contact the manufacturer or supplier for advice on disposal.

**We have the following guide available to download:**

- [Bonfire and firework safety](#)

### **Safe and Well Visits- Home safety**

The Devizes area has a dedicated Fire Service ‘**Safe and Well**’ advisor who can visit people, within their own homes, advising on home safety and wellbeing.

A Safe and Well visit is **FREE** and normally lasts about one hour covering topics such as:

- Using electricity safely
- Cooking safely
- Making an escape plan
- What to do if there is a fire
- Keeping children safe
- Good practice – night time routine and other points relevant to you
- Identifying and discussing any further support the occupier may need

If you have thatch property, are living alone, have a young family, are over 65 or a smoker please get in contact with us. We want to help make you safer in your own home. If you or someone you know has mobility or sight and hearing impairments, please suggest a Safe and Well visit.

Visit <http://www.dwfire.org.uk/news/new-name-new-contact-details-same-service/> to book one.

### **Response**

**Total Incidents attended by DWFRS for Devizes Area; 01/07/18 – 23/08/18.**

DWFRS have responded to 50 incidents in Devizes area between the dates above.

Devizes Fire Station Responded to a total of 73 incidents County wide in the mentioned time period. Details are listed in the table below.



Category	Incidents in Devizes	Off of Station Ground incidents	Total
False Alarm	17	1	18
Fire	20	16	36
Special Service	13	6	19
<b>Total</b>	<b>50</b>	<b>23</b>	<b>73</b>
<b>1<sup>st</sup> Pump Availability</b>	<b>97.6%</b>		
<b>2<sup>nd</sup> Pump Availability</b>	<b>48.3%</b>		

### **Recent Notable Incidents**

The Service has been busy throughout this reporting period. The extended period of hot weather resulted in a large number of open space fires. These are resource intensive, take a long time to extinguish and can be extremely challenging. Devizes crews attended many of these across the Service.

### **Community Engagement**

Dorset & Wiltshire Fire and Rescue Service provides a free service called a Safe and Well visit. We will visit a person's home by appointment and discuss any safety issues in the home. We will also have a conversation about improving an individual's health and well-being.

If you or someone you know need a smoke alarm, some advice or are worried about what to do in an emergency, contact us for a free Safe and Well visit;

<http://www.dwfire.org.uk/safety/safe-and-well-visits/>

### **Community Safety Plan**

DWFRS Community Safety Plan 2018-2022 outlines our plans for the future. It explains the diverse services we provide and how we plan to improve and deliver them over the four-year period. The plan can be found on the DWFRS website <http://www.dwfire.org.uk/community-safety-plan/>

Andy Green

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Tel: 07734 483886/01722 691247

[www.dwfire.org.uk](http://www.dwfire.org.uk)





August 2018

## Overview

NHS Wiltshire Clinical Commissioning Group (CCG) is responsible for commissioning a broad range of healthcare for the population of Wiltshire. We are led by experienced local GPs drawn from across the county, who provide clear clinical leadership to the big decisions affecting the future of healthcare provision in Wiltshire, carefully tailored to meet the differing needs of people locally.

Our vision is to ensure the provision of a health service which is high quality, effective, clinically-led and local. We are committed to delivering healthcare that meets the needs of Wiltshire people, to consult and engage with our population to enable them to be involved in decisions made about health services and to deliver those services to people in their own homes or as close to home as possible.

The right healthcare, for you, with you, near you

## News from the CCG!

# OTC - easy as 1 2 3

- 1 Advice** - think 'pharmacy first'  
 Your local pharmacist is an expert in medicine. They can advise you about common ailments and provide over the counter medicines
- 2 Accessible**- the high street can help  
 You can buy a variety of affordable over the counter medicines from pharmacists, local shops and the high street
- 3 As good as prescribed!**  
 Many over the counter medicines are the same as those your GP can prescribe

## Change to prescribing of over the counter medicines

Wiltshire Clinical Commissioning Group (CCG) is following new guidance set out by NHS England in March 2018, meaning that for 35 minor, short-term conditions, medicines that are available over the counter will no longer routinely be prescribed.

The guidance has been published following a period of national public consultation and recommends that over the counter medicines associated with minor, short-term conditions which get better by themselves, or can be self-treated by the patient, should no longer be available on NHS prescription.

Medicines under the guidance include treatments for coughs, colds, dandruff, mild cystitis, nappy rash, warts and verrucae, ear wax, head lice and mild dry skin. A full list of conditions is available [www.wiltshireccg@nhs.uk/over-the-counter](http://www.wiltshireccg@nhs.uk/over-the-counter)

This means that some patients who contact their GP Practice to make an appointment regarding any of the 35 conditions may be advised by the receptionist to seek advice from a pharmacist instead. There are certain scenarios where certain patients should continue to have their treatments prescribed.

To find out more visit [www.wiltshireccg@nhs.uk/over-the-counter](http://www.wiltshireccg@nhs.uk/over-the-counter)

## 'Stub it out' Six months to go!

From 1 January 2019 staff, patients and visitors (including contractors and suppliers) will no longer be able to smoke anywhere on NHS sites, including the grounds and gardens or in vehicles and car parks.

STUB IT OUT



All NHS providers across Bath and North East Somerset, Swindon and Wiltshire are committed to no tobacco use on site and many have already started to provide support to staff and patients to either stop smoking or manage their nicotine dependency while at work or during their stay in hospital.

Read the full news article at <http://www.wiltshireccg.nhs.uk/news-2/stub-it-out-six-months-to-go>

## News archive

Read more news from Wiltshire CCG in our [news archive](#).

## Have your say

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### Families and Children's Transformation Programme Survey

The Families and Children's Transformation Programme (FACT) is a programme of work being undertaken by a wide range of organisations looking to make lives better for children, young people and families.

The organisations involved range from the council, police, NHS and schools to family support services, early years' providers such as children's centres, child minders and nurseries and also includes a wide variety of community and voluntary sector partners.

The intention of the programme is to align working priorities and practices as much as possible, to make it easier for people to access consistent information, advice and support from services at a time when they need them. The programme can only do that by working with children, young people and families to find out what is most important to them.

In order to reach as many families as possible, an online survey has been created to gather views on some of the key stages of childhood and parenting. The survey can be answered by parents/carers or by children and young people looking at the questions relevant to them.

[Access the survey here to share your views](#). The survey closes on 7 September 2018.

Please have your say and if you have any further feedback contact [FACT@wiltshire.gov.uk](mailto:FACT@wiltshire.gov.uk).

## Campaign

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**If you notice blood in your pee, even if it's 'just the once', tell your doctor.**



We're supporting Public Health England's Be Clear on Cancer campaign. For more information and downloadable resources visit <http://www.wiltshireccg.nhs.uk/our-campaigns/blood-in-pee-2>

## Follow us

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# Area Board Update

## September 2018

### Mental Health Priority Survey

Earlier this year we asked local people what they thought our priorities should be for the year ahead. Mental health was chosen by many people as a key area we should be focussing on.

We would now like to know what you think are the key issues within mental health so that we can focus our work.

Take part in the survey:  
[www.surveymonkey.co.uk/r/HealthwatchWiltshire-MentalHealthPriorities](http://www.surveymonkey.co.uk/r/HealthwatchWiltshire-MentalHealthPriorities)



### New report!

Healthwatch Wiltshire has been gathering the views of local people on a new vision for health and care services in the county.

We spoke to 117 people about the new proposed vision statement being put forward by the Wiltshire Health and Wellbeing Board, which brings together local authorities, the NHS, public health and adult and children's services in a shared vision for the future.

The vision aims for everyone in the county to be empowered to lead happy, healthy and fulfilling lives and tackle the inequalities in health.

We found that most local people supported the vision, however almost a quarter of those interviewed didn't, and this was because they thought it was 'just words' or due to poor experience of health and care services. Most felt it was a good aspiration to lead a healthy life.

The full report can be viewed here: [healthwatchwiltshire.co.uk/reports](http://healthwatchwiltshire.co.uk/reports)





Devizes Community Area Transport Group – 19 July 2018 – Action Tracker

	Item	Update	Actions and Recommendations	Who
<b>1</b>	<b>Apologies and Attendees</b>			
<b>2</b>	<b>Notes of last meeting</b>			
<b>3</b>	<b>Financial Position</b>			
<b>4</b>	<b>Top 5 Priority Schemes</b>			
a)	<b>Issue 4359</b> <b>Little Cheverell – Low Road</b> Request for 20mph restriction	All work complete – Remove from List & Close Issue  (Priority No.01)		
b)	<b>Issue 4843</b> <b>A360 Devizes to Potterne Footpath Extension</b>	Land is owned by private individual - discussions ongoing with the person in question. At the moment the amount of land being offered for the land is not sufficient to create a safe path. 3rd party consultants have been asked to go and make an assessment. Their advice will be taken.  If consensus can be reached this will go to substantive funding  Atkins have looked at proposal bearing in mind the WC proposal and the wishes of the landowner. They believe WCs proposal is the safest and proper way of completing the scheme.  Letter to be written to landowner stating what is required and if he would allow the extra land		

		(Priority No.02)		
c)	<b>Issue 5067</b> <b>B3098 School Crossing Erlestoke</b>	<p>CATG discussed and committed to scheme as a priority – 14.06.17. Feasibility assessment complete and recommendation / estimate prepared and presented to CATG at meeting on 01.11.17. Response received advising Erlestoke PC happy to proceed.</p> <p>Order placed with contractor – awaiting installation.</p> <p>18/07/2018 This is now with the contractor for completion</p> <p>(Priority No.03)</p>		
d)	<b>Issue 5202</b> <b>All Cannings 20mph</b>	<p>CATG discussed and committed to scheme as a priority – 14.06.17. Assessment completed and sent to the Parish Council who has outlined their support. Discussed by the CATG at meeting on 31.01.18. and remainder of funding for 17/18 allocated to the scheme. Remainder of funding to be received from PC. Added to works program for 2018/19.</p> <p>Draft orders have been prepared and will be advertised by end of August.</p> <p>(Priority No.04)</p>		
e)	<b>Issue 5421</b> <b>High Street Worton - Speeding</b>	<p>CATG discussed and committed to scheme as a priority – 14.06.17. Assessment completed and sent to the Parish Council who has outlined their support. Discussed by the CATG at meeting on 31.01.18. And remainder of funding for 17/18 allocated to the scheme. Remainder of funding to be received from PC. Added to works program for 2018/19.</p> <p>Draft traffic orders were placed on hold ahead of the last CATG meeting given PC comments, but are now being progressed with advertisement provisionally September.</p>		

		(Priority No.05)		
f)	<b>Blounts Court Crossing at Potterne</b>	<p>Works have been discussed with Wiltshire Council's preferred contractor for these works. Awaiting feedback and estimate from them, so information can be passed to PC to undertake ordering process.</p> <p>GR is waiting on costings to undertake the removal of tree canopy and undergrowth so that the PC can instruct if they are happy with cost.</p> <p>(Priority No.06)</p>		
g)	<b>Issue 5764 Potterne – Request for Youth Club Sign</b>	<p><i>There has been a request from Potterne Youth Club for a directional sign at the top of Silver Street, Potterne that directs people to the Youth Centre. Sign should say 'Youth Centre'.</i></p> <p>Potterne PC has confirmed that they are willing to fund 100%. Proposal added to 18/19 program. Costs Estimate and proposal to be provided by End of August.</p> <p>Contractors will contact PC directly</p> <p>(Priority No.07)</p>		
h)	<b>Issue 6009 Rowde, Conscience Lane Request for Horse Warning Signs</b>	<p><i>A request has been made for signage which says Beware Horse Riders on Conscience Lane near Rowdefield Farm Rowde. This road is heavily used as a cut through for commuting traffic. It is also frequently used by horse riders. The road is very narrow.</i></p> <p><i>The Parish Council will pay the costs for the signs if they are approved by WC. Update 31/01/2018 – PC to be asked for justification – is this normal use or is there, for example, a local stable etc that means horse traffic is significantly higher than normal rural road?</i></p> <p><i>PC Response: There are a large number of horses now stabled on Conscience Lane (Rowdefield Farm) and they all use it frequently to hack out. Some are ridden by small children and there is concern over the speed of vehicles especially on the bends. The following also have horse livery and use the Lane at various times: Roundway Hill Farm; Smithwick</i></p>		

		<p><i>Farm; Roundway House; Rowdey Cow &amp; other individuals in the village with horses.</i></p> <p>Proposal added to 18/19 program. Requestors for Horse Warning signs are expected to fund the installations costs, these are estimated at £500.</p> <p>GM to contact PC to see if they are happy with costs.</p> <p>(Priority No.08)</p>		
<b>5.</b>	<b>Other priority schemes</b>			
a)	<p><b>Issue 4730</b> <b>Bishops Cannings</b> <b>Speeding</b></p>	<p><i>Children and parents at Bishops Cannings have to cross a road to access a parking area. The Parking area is situated at a crossroads on the turning to the school and is a dangerous place to cross with small children. A pedestrian crossing would make this area safer and encourage parents to park there instead of by the school. The speed limit is 50 until the road enters the village so signage might also advise cars to slow in this area</i></p> <p>Metro count results received – area is eligible for CSW PC is looking at alternative options – possibly including money from Lay Wood s106 money</p> <p>Alison Kent looking at doing CSW and looking to use s106 funds to improve access to the school, improving informal crossings etc.</p> <p>GM to write to PC to check this is the case and to offer engineer support.</p> <p>GM to chase</p>		
b)	<p><b>Issue 5283</b> <b>Chandlers Lane</b> <b>Bishops Cannings</b></p>	<p><i>Chandlers Lane Bishops Cannings. There has always been an issue of speeding traffic going from the national speed limit into the 30mph zone and in the opposite direction where the vehicles in the 30 zone can see clearly down the lane that there is a national speed limit approaching. Consequently this has produced speeding traffic both ways within the 30 zone. Traffic calming measures are needed now more than any time as the new development at Lay Woods is going to provide a rat run to get off and onto the</i></p>		

		<p>A361. Therefore exponentially increasing the volume of traffic and significantly the volume of speeding traffic. There is a play area open ground. Right next to the road at Oak Close with a large number of children playing whilst there are railings between them and the road I often see them running out after footballs for example. The traffic needs to be slowed. Thank you.</p> <p>Metro count results received – area is eligible for CSW</p> <p>PC are looking at alternative options – possibly including money from Lay Wood s106 money.</p> <p>GM to chase</p>		
c)	<p><b>Issue 6120</b> <b>Lydeaway - Request for speed limit reduction</b></p>	<p><i>The speed limit or rather the lack of on the A 342 road between Lydeaway and Stert village entrance. When exiting the entrance of The Clock Inn Park the visibility is poor in both directions. Seeing that a lot of money has been spent on the work carried out in recent months on the renovation of the pathway between The Clock Inn Park and the entrance to Stert village which means more of the people from The clock Inn Park are using the pathway some of which have mobility scooters are finding it very difficult in crossing the road because of the speed of traffic which in some cases is in excess of the 60 miles per hour limit. In the last year there has been one accident of a car exiting The Clock Inn Park which in this case no one was hurt the police were not informed but both cars were written off. There are s1ow signs on the road and also illuminated slow down signs before the s bends and the entrance to Stert village these do not seem to be effective.</i></p> <p>Metrocount completed and results returned.</p> <p>To be added as a priority when space comes free.</p> <p>A roads speeding queries are dealt with by Atkins. Atkins survey costs £2,500. GM to write to parish to see if they are prepared to fund 25% (£625) and suggest that they talk to Etchilhampton PC to share some of the cost.</p>		

d)	<b>Issue 5964 Rotherstone Speeding</b>	<p>Initial issue description –</p> <p><i>The roads in Devizes sn10 2bj area Avon terrance from Shop mobilty to Rotherstone cemetery is used as a race track. The speeds people do is ridiculous Ive spoken with few residents and all are for a speed watch group to hapoen Its recently tirn to 20mph but people are speeding more mounting pavements. Wont be long before some gets serious hurt.</i></p> <p>Open meeting held to discuss options. Town Council sent out follow up consultation questionnaire to all residents and following the results of this have sent a response stating that</p> <p><i>“The Town Council supports a resident’s request for Rotherstone to be made a no through road with one end being closed to motorised traffic and would ask the Community Area Transport Group to uderstake the necessary work to determine the most suitable location for the closure for a viable of the scheme”</i></p> <p>GR to add to the work programme</p>		
<b>6.</b>	<b>Outstanding issues</b>			
a)	<b>Issue 4936 Town Centre Car Park Signing</b>	<p><i>At a recent meeting of the Town Councils planning committee concern was raised about the effectiveness of some motorist signage which directs visitors to the town centre and town centre car parks.</i></p> <p>Discussion held regarding need for Parking Strategy for town and need to develop before CATG involvement. Working Group Initiated and investigatory works are ongoing.</p> <p>No CATG involvement at present. Awaiting imminent decision on Market place</p>		
b)	<b>Issue 5416 Spin Hill, M.Lavington - Speeding</b>	<p><i>From Parsonage Lane roundabout which joins The Grove Canada Rise and Spin Hill to the last house on the left where the limit becomes 40 m.p.h.</i></p> <p><i>Always but recently significantly increased after road re- surfacing Speed limit signs from the Parsonage Lane roundabout and white painted gates signalling entrance to a residential 30 mph area from Ledge Hill 40 mph zone as you approach the village from the other direction if possible</i></p>		



		Awaiting Metro Count results - Update required. GM to chase metrocount results		
c)	<b>Issue 5909</b> <b>Speeding Market Lavington Request for Village Gateways</b>	<p><i>Speeding through Market Lavington has long been an issue and it was hoped that the recent introduction of a 20mph speed limit through the village would help.</i></p> <p><i>However unfortunately this seems to have made little or no difference to the speed of traffic. It is questioned therefore whether this is down to lack of awareness deliberate dis-regard of the lower speed limit or a combination of both. To provide a further visual reminder that motorists are entering a village and to check their speed etc. Request to install Village Gateways at the 4 main entrances to the village White Street Lavington Hill The Spring Spin Hill and the High Street Easterton end to be sited as near to the changing speed limit as possible.</i></p> <p>Update 31-01-2018 – CATG willing to provide engineer support where necessary if PC willing to meet the costs.</p> <p>Parish Council have confirmed desire to proceed and allocated £2,000 within their 2018/19 budget. To be prioritised by the CATG. Agreed for PC to proceed. Highway involvement to continue via engineering support.</p> <p>Update from CATG meeting 18/07/2018 PC now would like 4 x gateways. Original costings were based on 2x..</p> <p>Cllr Fred Davis to take it back to the PC to see if they want to pay all themselves or wait 12 - 18 months split 50/50 with CATG</p>		
d)	<b>Issue 5987</b> <b>West Lavington, High Street Request for footway widening</b>	<p><i>The pavement outside the Cost Cutters Shop in the High Street is very narrow. A wheelchair user in the community has requested that the pavement be widened so that he can independently go the shop without having to ask anyone else to take him. This would also be beneficial to pushchair users. Therefore West Lavington Parish Council would like to apply for CATG funding for this project</i></p>		

		<p><i>Update 31/01/2018 – CATG happy to consider this. PC to be consulted on how they feel about the possibility of losing parking spaces outside of the shop.</i></p> <p>West Lavington Parish Council would like to progress this further and have the survey completed; appreciating there is no agreement to go ahead at this stage. A full Topographical Survey would need to be commissioned to enable preliminary designs and assessment of the consequences.</p> <p>Response to be sent to PC. Assumption needs to be that parking would be lost across the whole of the narrow section. CATG happy to proceed with survey if PC contribute 50% towards the cost of the survey. This should be around £1500 in total so £750 contribution required.</p> <p>Awaiting feedback from PC on contribution to survey cost.</p>		
g)	<b>Issue 6026 Springfield Road</b>	<p><i>Request for a weight speed restriction 20mph on Springfield Road Rowde. This road is used to by-pass Marsh Lane and exit onto the High Street. It is increasingly used by more and more heavy good vehicles which is affecting the residents. It is also a route which is used by children to walk to school hence the request for a further speed restriction</i></p> <p><i>Update 31/01/2018 – CATG wonders whether there is an increase in HGVs due to rat-running, or because of new development? Possibilities 20mph for the whole area or HGV restriction.</i></p> <p><i>The parish believes that the problems are caused by rat running, due to the easier sight lines, entering and exiting Springfield Road onto the High Street and Marsh Lane. Due to heavy residential parking along Springfield Road, when the HGVs use the cut though ‘rat run’ they often mount the pavement and drive on it, and drop off again at the point of Scholars Park.</i></p> <p><i>They travel over water meters which householders are responsible for maintaining. Residents have reported their houses shaking. The named culprits have been Wiltshire Waste and other hard core trucks, with crane lifters on and cement trucks, There is no building taking place in this part of the village. Peak times are early morning, 10:30 (tea break), 2pm (tea beak), from 3:30pm finish time back to depots. In regard to speed, this is thought to be caused by rat running as well, for the same reasons as above.</i></p>		

		<p><i>The area is densely used for parking by village residents, especially at the junction with the High Street. Cars exit the High Street (A342) into Springfield Road and are forced onto the opposite side of the road due to cars parked on the corner. The Parish Council has applied for double yellow lines at this junction to improve road safety, and also at the junction of Marsh Lane with the High Street. Due to the high density of houses, local children play in the area. Springfield Road is used as a drop off and pick up point for the school and so is heavily used at those times of day. The school uses this road to train children on bike safety and the amount of times cars and trucks speeding through having to brake sharply is on the increase</i></p> <p>Write back to PC suggesting the CATG does not believe that speed restrictions or similar would have any significant impact. Suggestion is that the PC write to the specific businesses mentioned to raise the issue and ask them not to do so.</p> <p>To be closed</p>		
<b>7.</b>	<b>Other Open Issues</b>			
a)	<b>Issue 6008</b> <b>Rowde, Springfield</b> <b>Request for No</b> <b>Through Road signs</b>	<p><i>Residents who live in two of the closes off Springfield Road Rowde have requested No Entry signs or Cul-de-Sac signs for their closes. There is no indication for HGVs that the two closes are dead ends and it causes problems for residents as the vehicles are then unable to turn around and have to reverse out onto Springfield Road.</i></p> <p>Has this been considered by the PC? Update 31/01/2018 – RD to assess costs. Update Required GM to chase</p>		
b)	<b>Issue 6136</b> <b>Easterton - Request</b> <b>for road markings</b>	<p><i>Provision of white lining to deter casual parking by customers of The Royal Oak - directly opposite.</i></p> <p>Has this been discussed by the Parish Council / indicated support?</p> <p>Issue raised by PC Chair. RD to talk to Parish at upcoming meeting.</p> <p>Update required from RD</p>		
c)	<b>Issue 6171</b>	<i>Road congestion at Dunkirk Hill /Bath Road, Devizes. Cars travelling from</i>		

	<b>Devizes – A342 / A361 Dunkirk Hill Congestion – Request for Prohibition of Turn.</b>	<p><i>Caen Hill on Bath Road can turn left onto Dunkirk Hill there is no 'No Left turn' sign. This means that vehicles have to traverse both lanes on Dunkirk Hill and frequently cannot make the turn in one move. This is dangerous especially as it is a blind corner and a fast moving road with a pavement on the other side. Likewise vehicles are permitted to turn right at the top of Dunkirk Hill onto the Bath Road towards the direction of Caen Hill. These vehicles also have to traverse both lanes of traffic and go against the road layout.</i></p> <p>Has this been discussed by the Town Council / indicated support?</p> <p>Is on the agenda for TC w/c 23/7/2016.</p>		
d)	<b>Issue 6270 Devizes, Pans Lane Request to widen road.</b>	<p>Bridge over the railway at Pans Lane Devizes is so narrow at the apex it is causing issues and damage to vehicles. There is a path that runs along one side that doesn't seem to get used if this was removed it would widen the road make it safer for drivers to cross the bridge or a traffic calming system added.</p> <p>An increase in traffic along with larger vehicles is making crossing the bridge dangerous.</p> <p>Need to establish DTC support.</p> <p>Is on the agenda for TC w/c 23/7/2016.</p>		
<b>8.</b>	<b>New Issues</b>			
a)	<b>Issue 6406 The Croft, Urchfont Request for dropped kerbs</b>	<p><i>Lack of dropped kerbs at the far end near the car park of The Croft Urchfont to facilitate disabled residents to use walking trolley wheelchair or mobility scooter to access vehicles or navigate the area.</i></p> <p>Does this have PC Support?</p> <p>GM to Write to PC to see if they will contribute 25%. (£500)</p>		
b)	<b>Issue 6457 Rowde, Springfield</b>	<p><i>Residents not being able to access their properties due to cars parking in their turning circle. It is a narrow road and it is being used by tourists business visitors</i></p>		

	<p><b>Road</b></p>	<p><i>to park on when they visit the village. The Parish Council has written to the local art studio on Marsh Lane and asked for their users not to park in this area of the village when they have a studio day. The Community Police have been called and left notices on some cars which have been blocking peoples drives. It is not necessarily the same cars causing the offence. The Police recommended the residents contact the Parish Council. A dropped kerb at no. 37 to allow residents to access / exit their properties at all times. A cul-de-sac notice at the entrance of the cul-de-sac this was requested through CATG on previous occasions the last of which was 31118. Response: A possible white line with T bar at the entrance to the cul-de-sac. Notices to say Please don't park here. The parish is open to suggestions and will contribute within reason to a solution.</i></p> <p>GM to write to PC to clarify – if they want a dropped berb, they will need to go through normal planning process to apply.</p>		
<p>c)</p>	<p><b>Issue <a href="#">6458</a> Market Lavington, High Street - Speeding</b></p>	<p><i>Requested a 20mph speed limit through the village which has been implemented by Wiltshire Council. This lower speed limit is being ignored by a large number of vehicle drivers.</i></p> <p>Community Speedwatch can be utilised in 20mph, however the threshold is the same as that for the initial assessment process, which identified speeds below 24mph. To be discussed.</p> <p>This was discussed at the CATG meeting on Thursday 18 July 2018 which was attended by Cllr Fred Davies. Cllr Davies accepted that there was probably not a speeding problem but there are other issues relating to parking and other issues. Cllr Davies agreed to take advice on submitting new issues to highlight other problems.</p> <p>To be closed</p>		

d)	<b>Issue <a href="#">6461</a> Market Lavington, Black Dog Crossroads</b>	<p><i>On-going problems with poor visibility at Blackdog Crossroads Market Lavington. There are several near-miss accidents occurring at this junction on a far too frequent basis. As recently as the 1st of June there was an accident involving a minibus and a car which left a number of people requiring hospital treatment. It is only a matter of time before there is a fatal accident at this junction.</i></p> <p><i>The main problem with visibility is on the Broadway Market Lavington side of the junction in the direction of Freith we understand that the land on this corner is owned by Blackdog Farm Lavington Road Freith Devizes. SN10 5RF. Rather than making a request to the landowner to purchase a strip of land to improve visibility might it be possible to approach the land owner and request that in the interests of community safety they consider moving the fence back a sufficient distance to improve visibility approx 1-2 metres. Perhaps the work and costs for this could then be met by the CATG Parish Council. Could this issue be fully considered at a CATG meeting and positive actions agreed to address the problem. Improvements to sight-lines coupled with regular cutting back of the hedges and verges by landowners and Wiltshire Council would make a significant improvement to the safety of this junction.</i></p> <p>To be discussed</p> <p>Cllr Fred Davies from MLPC agreed for PC to approach landowners to ask to put hedges back by a metre or two.</p>		
9.	<b>Other items</b>			
	<b>GDPR – Contact Details</b>	<p>To comply with GDPR legislation we are required to obtain your consent to hold your contact details. By completing the attached form you are providing said consent.</p> <p>Your contact details are required to enable material relating to the CATG process to be distributed. Your details will not be used for any other purposes.</p> <p>This does not apply to generic Clerk or Parish Council addresses or elected members</p>		

	<p><b>London Road - Windsor Drive Traffic Signals</b></p>	<p>Contract has been awarded to North Midland Contracting.</p> <p>Works are programmed to commence on the 23<sup>rd</sup> July with an anticipated duration of 8 weeks.</p> <p>Further information is available at <a href="http://www.wiltshire.gov.uk/highways-improvements-london-road">http://www.wiltshire.gov.uk/highways-improvements-london-road</a></p>		
10	<p><b>Date of next meeting: 07 November 2018, White Horse Room, Devizes Community Hub and Library</b></p>			







**Devizes Area Board**

## Support for LGBTQ+ young people living in the Devizes Area



Written on behalf of Barnardo's by:  
**Christine Tanner (Consultant)**  
July 2018



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# **Barnardo's Report to Devizes Local Youth Network: 'Support for LGBTQ+ young people living in the Devizes Community Area'**

## **Remit**

The Devizes Local Youth Network commissioned Barnardo's to determine the support needs of LGBTQ+ young people living in the Devizes area and to identify the kind of support they might need.

## **Introduction**

This report outlines the process of the consultation and research which has taken place, and includes conclusions and recommendations.

The recommendations are written in response to what we have heard from the LGBTQ+ young people (YP) who have spoken to us, and the views of other young people, parents/carers and professionals in the area. This report also encourages the need to consider systemic changes and describes an initiative in Devizes School which is making headway with its whole school approach towards LGBTQ+ issues.

'LGBTQ' is the recognised term which grew out of the original political movement for gay men and has come to represent a range of different gender and sexual identities.

*The initialism LGBT is intended to emphasize a diversity of sexuality and gender identity-based cultures. It may be used to refer to anyone who is [non-heterosexual](#) or [non-cisgender](#), instead of exclusively to people who are lesbian, gay, bisexual, or transgender.<sup>[2][5]</sup> To recognize this inclusion, a popular variant adds the letter Q for those who identify as [queer](#) or are [questioning](#) their sexual identity* Wikipedia -please see Glossary for additional terminology

This report is being written at a time of the publication of the largest ever LGBTQ+ survey conducted by the Government in the UK. More is now known about what it means to be an LGBTQ person living in the UK today. The Government's response highlights the significant role of education and schools to support LGBTQ+ YP raise awareness, and challenge prejudice /bullying in order to create a more inclusive society.

Working with trusted adults whom the young people know, we have consulted directly with 31 LGBTQ+ young people who currently attend groups (plus 39 other young people who live in the area) about their views about services for LGBTQ+ YP. We have learned some things about the difficulties they face whilst they are in the school environment and what might make a difference to them.

Although the remit suggested that we may attempt to set up a new group for LGBTQ+ YP we have not been able to identify individual young people, who want to be involved in setting up an LGBTQ+ group at this time. This does not mean that they do not exist, or that there isn't a need for 'groups', but it is an indication of how difficult it is to locate and/or engage LGBTQ+ young people directly from the community.

Initially we attempted to set up two community based consultation events but we received no responses aside from a single text from an LGBTQ+ YP asking; 'what is going on in the area for LGBTQ+ YP? We then concentrated our efforts on promoting a confidential on line survey (please see Appendix 1 Flyer with link to survey) throughout the area in order to gain the views of LGBTQ+ YP, Parents/carers and Professionals, (there were also telephone discussions with a number of professionals). We also attended two LGBTQ+ groups and undertook face to face consultations there, one in Devizes School, the other at 'Space', in Bath. Finally we organised two awareness raising sessions, at Potterne Youth Club and Lavington School, (Please see Appendix 2 Consent Form).

'Space' is a long established LGBTQ+ Youth Group running in Bath; it is a service which is currently managed by Siobainn Chaplin Operations Manager for Off the Record. Siobainn was previously involved in setting up and developing the LGBTQ+ project 'Respect' for Wiltshire Local Authority. The 'Space' group and it's off shoot activist/Craftism group meet in central Bath on two weekday evenings. The groups are one strand of a range of services offering a holistic response to meeting the needs of LGBTQ+ YP. Other strands include a young person's Listening service, multiagency training, partnership work with the Local Authority in schools etc. A number of the long standing members of 'Space' attend from outlying rural communities and we felt it would be useful to hear from the established and new membership about the benefits from attending/ and the learning acquired from running these centralised out of school LGBTQ+ youth groups over a number of years.

What is evident from the majority of LGBTQ+ YP we met, unless they have supportive parents/family, it is very difficult for them to know who to speak to for fear of prejudice and stereotyping, and this makes them vulnerable. This can be exacerbated by the age of the young person and if they have other additional needs/disabilities or factors which can compound their feelings of isolation and fear of prejudice.

One respondent speaks of the impact of this

*'This is important to me ( to meet with other LGBTQ+ YP) because I feel as though I can't tell anyone about it or anything else about who I am without being made fun of and*

*bullied like what happened when people found out I was autistic it makes me feel vulnerable'* LGBTQ+ YP response to on-line survey 2018

This report also includes an attempt to quantify how many LGBTQ+ YP may live in the area and are potentially in need of support or safe social contact. We have used the national % for LGBTQ YP in the 16-24 age range and applied this to the numbers on roll at three of the areas secondary schools, to formulate approximate numbers which may require services.

Background research and our face to face consultation with young people has shown that children as young as 11yrs are questioning their gender identity, or curious about their sexuality, and therefore future provision needs to consider, not only the challenge of enabling LGBTQ+YP to be able to seek support for themselves, but to shape provision, suitable for the younger child as well as the older teenagers. Early intervention may also prevent some of the negative effects to self-esteem and identity, which LGBTQ+ YP can experience as a result of bullying, discrimination and isolation.

### **The range of the consultation**

In addition to the young people, 5 parents/carers and 1 professional completed our on line survey (see Appendix 4). Discussions were also held with some of the key local service providers, the majority of whom (excluding 'Space' and Kooth) also promoted our on line survey with their service users incl.: Devizes and Lavington Secondary Schools; Steve Crawley Youth Action Wiltshire; Youth Leaders Nikki Lockyer and Steve Dewar at Potterne Youth Club; Student Engagement Officer at Wiltshire College; Hayley Cooke Thrive Hub; School Counsellor Laura Jones and staff at SPACE LGBTQ+ youth groups in Bath; and Michaela Bisogno of Kooth on line Youth Counselling service.

The following organisations also promoted our survey details by displaying our flyer (see Appendix 1) at Devizes Leisure Centre and on the newsletter promoted by the Wiltshire Parent Carers Council. We also consulted with a member of the LGBTQ+ community who works for Wiltshire council and also Emily Malcolm, the facilitator of the 'Fabric of Life' group.

It is evident from the consultation that all agencies and professionals meet with LGBTQ+ YP, in their professional role, from time to time. Initially young people may present with another issue, or come along to use a service and don't necessarily make reference to the LGBTQ+ issues they are facing. Kooth report considerable interest in their on line articles about LGBTQ+ issues, however aside from self-selecting a category to describe their own sexuality (Agender/Gender fluid), young people are less likely to come to counselling on line specifically for LGBTQ issues, it is more likely that the young person may refer to

difficulties such as relationships with family, mental health/self-harming for instance. Lavington School Counsellor Laura Jones reported similarly.

Some professionals do not feel adequately prepared to respond to LGBTQ+ YP and lack knowledge about what resources/services might be available (especially since the closure of youth provision and groups in the area). Understanding what is helpful in terms of the young person's needs, or simply how to respond, is a challenge for some professionals, there is no longer a recognised 'response' or referral route.

Lavington School has worked with specialist services involved with young people questioning their gender identity, and supported two young people on their transgender journey; the school is proactive in training staff on specialist matters and has teams of students involved as mentors and anti-bullying ambassadors. They are also addressing positive mental health and well-being issues for pupils i.e. yoga, mindfulness and a counsellor attends a day per week. They are however reluctant to consider a specific LGBTQ group in school at this time because of the potential safeguarding issues it may raise, but do feel a group is needed.

We heard from several young people at 'Space', a group for LGBTQ+ YP in Bath about their experiences. In school, some say they have experienced overt prejudice from teachers and that other teachers are openly uncomfortable when talking about LGBTQ issues.

*'There's discrimination in schools, especially single sex schools, boys or girls, nothing in between, no gender neutral toilets. Religion is difficult, teachers experience unhappiness about raising LGBTQ issues in PSHE class, they say 'I'm Christian, I don't believe this, I'm not comfortable but I need to let you hear about this'. Young Person who attends 'Space' group for LGBTQ+ YP 2018*

Stonewall commented in 2017 that many teachers are not prepared or required to provide same sex education;

*'The guidance for teachers has sat untouched since 2000.....Section 28 – the law which banned the so-called 'promotion' of homosexuality – was still in force'.*

*Just one in six LGBT young people have been taught about healthy same-sex relationships, and many teachers still aren't sure whether they are allowed to talk about LGBT issues in the classroom'. Hannah Kibirige Stonewall Director of Education and Youth 2017*

**Parents and carers** who responded were low in numbers and appear to be unsure about the best way to support LGBTQ+ YP. 3/5 parents/carers didn't respond to the questions on the survey about what a group, activity or social contact might look like, although 4/5

recognised that LGBTQ+ YP 'need someone to talk to' and to meet with other LGBTQ+ young people, ( see Appendix 4).

From our discussions with professionals most feel that LGBTQ+ young people need access to support from trustworthy adults or adults with their own LGBTQ+ experience , who will allow the young person to ask questions at their own pace, '*they are on a journey*'. In addition they need the opportunity to link up with other LGBTQ+ young people, when they are ready, in a safe environment.

The Devizes School Teacher, (who is herself part of the LGBTQ community and who launched the LGBTQ+ group) said she wanted the young people to have access to someone who is informed and knowledgeable, whom they can safely ask questions of.

*'They need support with issues such as bullying and stereotyping. I think the more information that is made available to them the better, as they are trying to figure out their identities'*

### **The potential issues and needs of LGBTQ+ young people living in the Devizes Community Area**

Many LGBTQ+ YP start to explore their gender identity or sexual orientation during their adolescence and youth, (perhaps into adulthood), although they may not talk to others until they are 16+. Adolescence is a time of change when it can become difficult for young people to talk to their family, they seek out their peers, LGBTQ+ YP cannot do this easily. Exploration of identity and sexuality is a part of this journey, which for some includes trying to find a more authentic sense of self by coming out as LGBTQ. The support they receive from people who have experience and knowledge, and acceptance from peers at this time can make a significant difference to them as individuals and their overall wellbeing. During these early stages they need to be able to access support and information when they need it. They need to develop emotional resilience and to be able to feel comfortable in their own skin and to manage other people's responses and the effects of bullying and discrimination .They need to have the usual social interaction with people of their own age as part of their own healthy development and not feel isolated from everyone else.

Safety is a major concern in terms of the individual LGBTQ+ YP, and potentially for other young people in the school community, because the LGBTQ+ YP may be under age, unable to talk with their parents and uncertain about who they can talk to, they may resort to contact with unknown/unsafe adults via unsupervised internet sites or other social media, and older LGBTQ+ young people who may not prioritise protection of younger ones.



Please see Appendix 3 for a full breakdown of comments we received from LGBTQ+ YP during face to face consultation/story board activity visits with the Devizes School LGBTQ+ group of 7 which meets in school, on Tuesday lunchtimes; 20 who meet in Bath at an out of school evening LGBTQ+ group called SPACE, and 4 who completed a survey on line totalling 31 young people

**Main themes identified by young people concerning their needs for support and safe social contact:**

- **The need to meet with others face to face who are LGBTQ+, to talk about feelings, connect/and be accepted in an open way**
- **The right to not be judged, because the discrimination and stigma they experience makes them feel excluded, individuals feel vulnerable as a result**
- **A time to meet and talk/ youth club with activities and adults who know what it means to be LGBTQ+ , who can provide information and share experience**
- **The benefits of being with other LGBTQ+ young people in a safe open environment is that friendships can be made, everyone can be themselves, young people can consider ways to challenge the discrimination they experience which in turn empowers them**

*‘Coming to Space for the first time in 2014 changed my life. Before I first came I was not out to my parents and uncomfortable about my sexuality. Space introduced me to a whole community of LGBTQ+ young people who have now become lifelong friends. Coming from Restock (a rural Somerset town) I felt alone in my sexuality and because of Space I will never feel alone again’.* LGBTQ+ Young person at ‘Space’ in Bath March 2018

The **Devizes Secondary School LGBTQ+ project** has developed into a whole school response, and in the time it has been running (approx. 6months) there is already evidence of some positive outcomes for the individual young people who attend (see Appendix 7). The group meets during school time but has confidential membership; it is accessed via the member of staff who is a recognised member of the LGBTQ community herself, there is a significant ‘self-help’ element to the style of the group as each member is encouraged to help and support one another.

The impact it is having is wider than the LGBTQ+ YP themselves; the whole school community has attended assemblies and been given the opportunity to contribute to school surveys (see Appendices 8 & 9) which include key questions around attitudes and perceptions. For example one question on the survey for teachers was *‘Would you*



*challenge a homophobic remark?* This and other questions are making respondents think about their own role and raise awareness about how LGBTQ+ YP are responded to. Importantly the Senior Leadership Team has overview of the initiative and continues to do so. There is an isolation policy in place in response to Homophobic/transphobic/biophobic bullying. Links have also been made with outside events such as Pride, LGBTQ+ museum display which have engaged and strengthened the LGBTQ+YP.

### **The other young people we consulted with**

The remaining 39/70 young people who did not identify as LGBTQ+ (although some may have been) consisted of 14 from Potterne Youth Club (11-19yrs ) and 25 Anti-Bullying Ambassadors from Lavington School (13-16yrs ) (See Appendix 5) . All took part in LGBTQ+ awareness-raising sessions when youth workers and teaching staff known to the young people were also present. The level of engagement, empathy and understanding expressed by young people who attended these sessions was excellent. The discussions revealed that some young people were very open to talking about LGBTQ+ issues, whereas others were uncomfortable or self-conscious and it was apparent that they needed time to explore and think about 'differences' between people and what it means to them. There was an awareness that LGBTQ+ YP are subject to ridicule and bullying.

### **National and local background research**

Dr Jason Schaub includes with in his article 'LGBT Young Peoples lives', some of the disadvantages experienced by LGBTQ+ young people

*'LGBT youth experience particular disadvantages, and these are different than their peers. These disadvantages include: homophobic bullying; mental health issues; rejection from family and friends; increased risk of homelessness'* (Adapted from McDermott 2010) Dr Jason Schaub 2018

LGBTQ+ Boys tend to be more secretive than girls and are also at higher risk of suicide.

*'...LGBT YP have higher rates of suicide than the general population, with GB men and trans people experiencing the highest rates* (Grant et al 2010; King et al 2008; Miranda-Mendizabal et al 2017; Nodin et al 2015) Dr Jason Schaub 2018

In the same article he cites National research which indicates that bullying levels for LGBTQ+ young people are high.

*'the most recent study of British young people suggest that almost half of LGB and 2/3rds trans young people experience bullying at school, with 10% of trans YP receiving death threats* (Bradlow et al, 2017) Dr Jason Schaub 2018

The situation doesn't get easier for LGBTQ+ young people within the community or as they move into young adulthood.

*'Outside of school, LGBT YP are more likely to experience discrimination, and more serious discrimination, than older LGBT people; an EU wide study found that under 25's are two or three times more likely to experience violence than older LGBT individuals(EU-FRA, 2014). This bullying and discrimination is known to cause effects later in life, like increased mental health issues and impacts on self-confidence (D'Augelli and Grossman 2001). Dr Jason Schaub 2018*

### **Locally...**

The Wiltshire Children and Young People's Health and Well Being Survey 2017 also states that of those respondents who self-selected as LGBTQ+:

35% were vulnerable to being bullied (every month or more frequently) compared to 21% of all secondary age pupils and 13% of post 16 pupils (see Appendix 6 for more statistical information).

This is a lower percentage than the quoted national average previously stated; however there was an increase in the percentage of pupils who felt that schools were not dealing with the bullying.

Pam Holmes, author of the Bath based Space group Evaluation Report 2017, speaks of the effects of the fear of a negative reaction which makes it harder for an LGBTQ+ YP to talk about themselves and in the longer term it may also damage them emotionally.

*'Stonewall finds that most young people generally realise that they are LGBTQ when they are 12 or 13 but many don't tell anyone until they are 16 or over. This is because they are worried others will react negatively. A negative reaction and fear of a negative reaction can be very damaging to a young person's emotional well being*

- *60% of LGB young people feel there is neither an adult at home nor at school who they can talk to about their sexual orientation*
- *Four out of five young gay people have no access in school to resources that can help them'*

### **The Devizes Community Area**

The Devizes Community Area has a population of over 32,000 (2011). Its population is increasing in the older age ranges, placing greater demand on the authority's pressured resources, and competing with resources needed for younger groups or minority group issues. This is at a time when recent legislation and Government guidance has placed

greater responsibility on Local Authorities and Schools in terms of safeguarding, mental health and wellbeing of pupils, and the ongoing responsibility to counter bullying.

Geographically Devizes is a large, rural area, with small 'village like' communities and one largish market town, a social context which affects many aspects of its community's and individuals daily experiences. Firstly families and individuals need to get around the area in order to access the full range of services etc. Rural communities may demonstrate a more insular attitude; individuals who are questioning gender identity or sexual orientation could feel isolated as there are fewer people with whom they might identify.

### **How many LGBTQ+ young people might there be in the Devizes community Area?**

We needed to consider the extent of the potential needs of this group, but it has been difficult to determine specific numbers and the full extent of unmet needs of LGBTQ+ young people living in the Devizes community area.

Statistical information from county and national reports, as well as the responses to the consultation itself, gives some insight into potential numbers and the range of unmet need (please see Appendix 6).

Using the 4.1 % national average figure identified by the Office for National Statistics in 2016 for LGBTQ+ 16-24 year-olds we have considered the combined rolls of the three secondary schools, Lavington Secondary School, Devizes Secondary School and Dauntseys School, a total of 2670 pupils. 4.1% of this number generates a figure of 109 potential LGBTQ+ YP across the three schools. This figure has been adopted; it is not statistically accurate but a guide.

The Devizes School Teacher has spoken of the immediate response she received when set up the lunchtime group for LGBTQ+ young people.

*Within 2 days of announcing the possibility of my running an LGBTQ+ group at school I had heard from 10 young people, some in year 7/8. The biggest issue for them is not being able to come 'out' to anyone; most of their parents are unaware.*

The group has gone from strength to strength with a regular and consistent 20-25 pupils attending; although only three boys attend on a regular basis.

*I think the students are definitely becoming more resilient and less reliant on me for support with these issues. The older students in the group have taken more of a mentoring role and they love being able to help each other. School has agreed that all homophobic language will result in immediate isolation and staff have been very supportive.*

See more detail about activities and outcomes from this group, as well as results of a school survey of Staff and Pupils in attached Appendices 7, 8, 9.

**What might a group, activity or social support for LGBTQ+ YP look like?**

There was a mixture of ideas expressed during the consultation about what a service/support may look like. From the LGBTQ YP's viewpoint some of the key requirements are, they want to be able to be themselves, not be judged and have adults who know how to respond.

Suggested models have included: A **centralised evening youth group** in the community for example meeting at the Library, LGBTQ+ YP would be referred and their identity protected, Social workers would provide support. This model could be a problem to access as young people would need to have come out and very young people may not be able to attend without transport, having said this Space in Bath works on this basis. A referral only group could limit those who would prefer to drop in ; **An after school club** where LGBTQ+ YP's identity is protected and YP don't have to rely on parents for lifts/transport they simply stay later at school, but it would require a member of staff willing to get involved or additional staff coming in from outside ; **in school club** during the lunchtime where children self-refer in a confidential way via one teacher (who provides a gateway to prevent non genuine young people trying to join). The group works to influence and raise awareness about LGBTQ+ issues within the whole school through assemblies/campaigns and strong whole school anti-bullying practises. Maintaining confidentiality could be a challenge, and the staff member would need to be confident and have the skills to run this different kind of group in school (Devizes school model).

**Youth club with separate time/space/youth worker** to enable LGBTQ+ YP to meet together and with youth workers, a good model for individual support but unlikely to affect systemic change in the schools where young people spend a lot of their time. LA Resources to this kind of provision have been significantly reduced and are unlikely to be reinstated in the current financial situation. There are a few groups run by volunteers or funded through the voluntary sector who could consider a separate drop in for LGBTQ+.

**A Generic Equality group** open and based within school. Pupils elect a group of school representatives, supported by staff and consider equality issues which affect pupils and staff at school and in the community. A model exists in Bath and North East Somerset at Primary and Secondary level.

## **The current political context**

The role of education and schools is covered in the recent Government LGBTQ+ survey published in July 2018. The survey received 108,100 valid responses from individuals aged 16 or over who were living in the UK and self-identified as LGBT or intersex.

*Only 3% of respondents said they had discussed sexual orientation and gender identity at school, be that during lessons, in assemblies or elsewhere. Over three quarters (77%) said that neither was discussed, though this was lower for younger respondents, e.g. 54% for 16-17 year olds. Where these topics were discussed at school, only 9% of respondents said that the discussions had prepared them well for later life as an LGBT person. National LGBT Survey 2018*

*School is central to most YP's lives, and many LGBTQ YP experience bullying because of their perceived sexual or gender identity. Schools are integral institutions in the YP's experiences, and can be important in reducing or increasing discrimination (Adam et al, 2014)' Dr Jason Schaub 2018*

Schools play a significant role in the lives of children, from their early years through to their youth and adolescence. Schools already carry considerable responsibility and may feel overburdened by the range of priorities they are expected to deliver alongside the Education curriculum. Many Teachers may feel ill-equipped to deal with the needs of LGBTQ+ YP, and it may raise personal issues for them.

The Government has focused upon the needs of LGBTQ+ people in particular at this time. It is also looking to redress some of the growing concerns about children and young people's wellbeing in the holistic sense and has recently published its draft guidance, "Health, Safety and Wellbeing in Schools' . This guidance will make it compulsory for all schools to teach children about good physical and mental health, how to stay safe on and offline, and the importance of healthy relationships and for secondary pupils sex education is also included. The guidance hasn't been reviewed since 2000; if agreed new classes must be in place by 2020.

The timing of the two previously mentioned Government initiatives, provides the opportunity for both the Devizes Local Youth Network and the Area Board to consider adopting an area wide strategy to support schools, for example School based multiagency training timed to fit with schools busy timetables, and models for co-led assemblies/PSHE lessons could be designed for all schools in the area to use. This training will support staff confidence, raise awareness about needs, challenge potential prejudice amongst staff as well as pupils and provide a clear message about the priority which is now being afforded to this potentially vulnerable minority group.

## Conclusions and recommendations

In terms of the remit, our consultation and research has provided some evidence to support the hypothesis that LGBTQ+ YP are a potentially vulnerable group and we have explored with young people and others who work and /or care for them what kind of supports may make a positive difference.

It was not easy to reach LGBTQ+ young people living in the local community, (which in itself may say something about the issues these young people face) and in the main we communicated with LGBTQ+ YP through existing groups and trusted adults.

*We understand less about LGBT YP experiences than other populations because of barriers to studying this group (IoM, 2011) Dr Jason Schaub 2018*

LGBTQ+ YP who currently attend groups we have visited are seeking a non-judgemental environment, they want support, acceptance and personal privacy whilst considering their Gender identity or sexuality; they need trustworthy adults to ask questions of, someone who can guide them during their journey, and to be able to meet socially with other LGBTQ+ YP, and be safe. They enjoy 'youth club' activities or undertaking awareness raising activism which helps them to feel empowered and accepted. They enjoy helping one another and gain strength from building a network of support with likeminded people.

Attending a group however, takes confidence in itself, and not all LGBTQ+ young people will opt to attend groups, some may attend with support. It should also be considered that others may prefer 1/1 support, and some may choose, not to access any formal support. However currently in the Devizes area there is no clear and consistent access to specific services for LGBTQ+ YP who are seeking individual support about their identity. LGBTQ+YP may access services for other valid reasons, but their experience of being part of a minority group subject to discrimination isn't necessarily raised.

The culture of the school environment as a whole also needs to be considered. It is not a safe environment for individual LGBTQ+ YP, who fears speaking out as they may experience ridicule, bullying and isolation. Boys in particular find it difficult to say anything or to seek support. Prejudice also exists for those who are not speaking out but are judged because of speculation about their appearance. References to LGBTQ+ identities can be a source of language used to put someone down, 'you're gay', and can still be heard in the school playground, although deemed by some to be low level bullying, comments like this impact individuals and perpetuate a wider culture of prejudice, other more serious forms of bullying also exist. Staff in schools doesn't necessarily challenge these comments consistently. We have evidence from the Devizes school project, still in its early stages,

that a whole school approach addresses and supports these aspects and are already showing signs of potential changes in attitudes.

Evidence also tells us that LGBTQ+ YP may be at risk if they do not have safe people/places to explore their most personal issues with, all are potentially vulnerable but the child of 11years is particularly so. Online support can be very accessible and helpful, and, many will turn to the internet, however it can also be the place where the young person will be at risk from exploitation and abuse. They also need face to face support from adults whom the young person has developed a trusted relationship with.

*'Minority stress theory is often employed to understand these increased rates (of suicide) with discrimination suggested as a key factor. Relationships with family and friends are important for LGBT YP mental health, with family rejection significantly linked to increased risk of depression and suicide (D'Augelli et al, 2005; Ryan et al. 2009)' Dr Jason Schaub 2018*

We have also learned, nationally numbers of YP identifying as LGBTQ are increasing. Locally LGBTQ+ YP indicated low happiness scores and the highest levels of bullying according to the Well Being report 2017. Children as young as 11yrs (and younger) are questioning their gender identity, or curious about their sexuality. Many do not know how to tell their parents, or know of anyone else they may be able to talk to.

It has been suggested in this report that there are a conservative estimate of 109 YP (4.1%) across three of the secondary schools in the Devizes community area, who may need to explore what it means to be LGBTQ+ , this could potentially mean that each school has approx. 36 pupils or more to be reached . This number is about double the numbers who are currently using the LGBTQ group in Devizes School.

The previous county wide community groups for LGBTQ+ YP were seen as successful and a loss when they were disbanded, schools and organisations knew about this provision and could refer young people, they no longer know where to signpost LGBTQ+ YP or how to respond to their needs. The loss of 21 youth clubs has compounded this, and although a few clubs remain, run on a voluntary basis, there is inequitable provision for all young people.

One possible solution to a lack of a clear response/referral route to services and support for LGBTQ+ YP may be to consider funding a partnership role for an LGBTQ+ Champion/special youth worker. This role would work across the area, directly with staff, and young people, to raise awareness about LGBTQ+ issues, undertake multiagency training, identify/respond to the need for additional groups, a contact for professionals



working with LGBTQ+ people for consultation/signposting on to community based services such as, 'Fabric of Life' project.

Staff in schools may lack confidence to deal with the needs of LGBTQ+ young people, set up a group or to establish a whole school approach. School based multiagency training across the area would be recommended to provide practical advice and ideas. Schools need support to consider how to create a culture which underpins this and fits for their school. This would include an evidence based approach in order to ensure on-going measurement of outcomes and evaluation.

The following example may be useful.

An example of good practice from a High School Science College in West Yorkshire: please see Appendix 10 from an Ofsted inspection example of good practise in which Barnardo's worked in partnership with the school to embed a whole school approach, 'Improving preventative practises and support for LGBT pupils'.

In the course of this report reference has been made to Government responses to the LGBTQ+ survey, and new draft Guidance. The timing seems to be right to consider a more strategic approach in the Devizes Community Area, and possibly county wide in order to address the range of big agendas which are being proposed (some of which schools have already been and are currently working on); community cohesion, safety on line, Children and Young Peoples wellbeing including sex and healthy relationships. This is an opportunity to consider a policy shift which attempts to address these, in a more holistic way, and which ideally includes the views and involvement of LGBTQ+ YP, and other young people in shaping and developing services and initiatives.

We suggest that three key elements of this policy would be:

- Enabling access during the school day or after school to confidential individual support for LGBTQ+ YP, and the potential to meet with other LGBTQ+ YP by ensuring that there is a group/drop in/point of contact made available within the universal setting(or school grounds) of all secondary schools. This would be supported by an informed adult/member of staff who may provide a gateway to this group.
- We would also suggest that Schools themselves become proactive and take on the agenda of challenging the bullying and discrimination experienced by LGBTQ+ YP, by supporting an inclusive environment through a multifaceted whole school approach. Training programmes around embedding a whole school approach could



be introduced on an individual school basis to blend with existing programmes and the schools own identity. This could eventually be considered at Primary level also.

- An initial response to raise awareness on LGBTQ+ issues across the board might be addressed through Multiagency training for staff ideally with colleagues from other agencies, who work in the area, which would also provide the opportunity for creating a common understanding and response; building links; sharing good practise.

### **Some examples of other positive models of service currently in Devizes Community Area**

- **The LGBTQ+ group within Devizes School** (see separate Appendices 7, 8, 9 for full details) has already been referred to within this report. It is producing some positive initial outcomes, and learning from this group could also be included within the proposed recommendations. The important features of this 'in school' provision, which seems to have been effective are: an open agenda about LGBTQ+ issues throughout the school; young people themselves can self-refer confidentially to a Teacher whom they know is part of the LGBTQ community, she has also accessed train the trainer training via the Stonewall programme for schools. The group meets during the school day and is therefore accessible to all age groups especially the very young who have not yet been able to talk to their parent/carer, although few boys access the group. There is a self-help element which generates a support network at other times during the school day. The activities which raise awareness about LGBTQ issues also empower the individual participants.
- Varied provision such as out of school clubs or social time for LGBTQ+ YP would be desirable and most likely to be funded through voluntary or third sector means. At the time of writing this report future funding is being sought for the '**Fabric of Life**' group. This project, run by Emily Malcolm during 2017/18 has attracted members of the LGBTQ+ community. It was a Heritage Lottery Funded project which involved young people looking at the history of fashion as a form of identity with particular focus on gender and sexuality. Other partners in this project have included Wiltshire Council's Arts Service and Wiltshire Youth Arts Partnership (WYAP) along with the Wiltshire Museum and Heritage service. Its aim now is to broaden its focus to reach out to young people with additional needs to help them positively express their identity through arts, history and culture.
- **Potterne Youth Club** currently provides sessions one evening per week on a Friday, for all children and young people in the local community including some members

of the LGBTQ+ community. There is a website and good regular attendance of 20+ YP across age ranges. The staff provide some organised events such as training, but the emphasis is upon sessions being 'open' and led by the YP, which gives them the opportunity to talk about issues which they want to raise. The usual activities are provided including hot chocolate! The staff, both youth worker trained, are skilled at enabling the young people to explore issues 1/1 or in small groups and provides accurate information in an atmosphere of non-judgement, gentle challenge and openness. A few other youth groups continue to meet in the area mostly staffed by volunteers but were not visited for this consultation. The knowledge and skill of 'Youth work' could be a helpful asset to schools.

- Outcomes from **Kooth online counselling** indicate that the service is being used by young people identifying as gender fluid or agender and although LGBTQ issues are not necessarily a presenting need, chatrooms and articles dealing with LGBTQ issues are being accessed increasingly. On line Counselling may be accessed by LGBTQ+YP but there is no category to indicate this, although LGBTQ+ YP could be accessing this support on issues relating to relationships, self-harm and bullying etc. This service does however provide a source of support for LGBTQ+ YP.
- There are other services in the area currently providing individual support to LGBTQ+ young people in the Devizes Community area, but as they were not visited for this consultation due to the range of the remit, and no in-depth discussions were held, it has been difficult to illustrate current practices in this report.

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# Have your voice heard!

**Devizes Local Youth Network has asked Barnardo's to help find out about the needs of LGBTQ+ young people in this area**

**If you are a LGBTQ+ young person, or a professional, or a family member, with an interest and you live or work in Devizes, we'd love to hear from you!**

**There are 2 ways to take part (you can do both!):**

- 1. Talk over the phone or by text to Ann Marie from Barnardo's- 07514651920  
Or Christine 07868728266**
- 2. Or complete this short survey online-**

<https://www.surveymonkey.co.uk/r/7NSKG79>

**For more info contact:**

**Barnardo's youth worker Ann Marie:  
07514651920 or Christine:  
07868728266**



## **Appendix 2: Consultation session for young people’s support needs in Devizes- Important information.**

Barnardo’s is running consultation sessions. Your views will be used to provide a report to Devizes Area Board about the needs of young people in the area.

If there is something you forgot or did not want to say in the group, you can contact Ann Marie 07514651920 or Christine 07868728266 afterwards to let one of them know.

### **Confidentiality**

We will agree with the group that information shared during the session will not be shared outside of the group unless you give permission. Only information from the sessions which is relevant to the research project will be shared with Devizes Area Board in the final report. You will be completely anonymous in the written report to protect your identity.

**However, if during the session anyone mentions that they or another young person, child or vulnerable adult is at risk of harm this information will be shared with an adult who has responsibility for safeguarding.**

### **Consent**

You do not have to take part in this project. If you do decide to take part you can change your mind and opt out at any time. It is your right to ask for the information you give in the sessions to be left out of the written report.

If you are over 16 and you want to take part please fill out the details below.

**If you are under the age of 16 you will need a parent/carer or guardian to fill this out for you (NB this includes your Teacher who is in loco parentis and will be present during the activity)**

The content from the sessions will be noted down and typed up to complete the report. This will be stored on a password protected memory stick and deleted as soon as the final report is sent to Devizes Area Board.

**Do you understand everything that is written above?** (Please tick)  Yes

**Name:**.....

**Signed:**.....

**Date of birth:** .....

**Date:**.....

### Appendix 3: Consultation: Responses from LGBTQ+ in school group

What currently happens in the young persons(LGBTQ) social life?	What is the young person looking to do? What do they need in terms of social contact/support?	What might the group, activity or social contact look like?
<i>'X goes to the LGBTQ+ group at school and he talks to his friends about his feelings whenever hes happy or sad. They understand them'</i>	<i>'X would like to go out with no judgement'</i>	<i>'Have an LGBT group outside of school'</i>
<i>'hates sport and doesn't really like or enjoy school. Likes going on the internet because it makes them feel safe and respected. Hasn't come out yet (and is too scared to do so) Likes art and U tube. Isnt bullied but isnt popular'.</i>	<i>'Talk to their parents about their feelings like they do with their friends, but theyre too scared'</i>	<i>'Alex could be looking for a support group'</i>
<i>'X normally goes out with his friends and their family'.</i>	<i>'Be part of an LGBTQ+ group/ community and come out. Be respected and have a date-mate. They want to help other LGBTQ+ kids'</i>	<i>'Visit Disneyland, place the lgbtq+ flag in the grass in front of the castle'.</i>
<i>'Plays in the park a lot, a child at heart'</i>	<i>'X wants to help other people like them and make a safe environment for everyone!'</i>	<i>'Come out to parents, go to LGBT and Pride, go shopping as their self'.</i>
<i>'X babysits kids all around Devizes and gives his money to the RSPCA'</i>	<i>'X wants support from their friends to do the things they wouldn't normally do'</i>	
	<i>'X wants to help out at the vets, and raise money for children in need'</i>	
	<i>'X likes to go on LGBTQ+ websites and meet with friends who are the same sexually as her, so that she can talk to people about what she is going through and help others'</i>	

Consultation: Responses from LGBTQ+ young people who completed the on-line survey

<p><b>What do you think LGBTQ+ young people in Devizes need support with, if anything</b></p>	<p><b>What do you think stops LGBTQ+ young people getting the support they need? Do you think that LGBTQ young people in Devizes need a specific group or service?</b></p>	<p><b>How would LGBTQ+ young people benefit from a group or service in Devizes? 'Do you have any ideas about how to let LGBTQ+ young people know about a group or service'</b></p>
<ul style="list-style-type: none"> <li>• Meeting other LGBTQ+ young people</li> <li>• Communication</li> <li>• Someone to talk to</li> </ul> <p><i>'This is important to me because I feel as though I cant tell anyone about it or anything else about who I am without being made fun of and bullied like what happened when people found out I was autistic it makes me feel vulnerable'</i></p>	<p><i>'Discrimination. Don't know who to speak to'</i></p> <p><i>'Unsure'</i></p>	<p><i>'Any group would make them feel less vulnerable'</i></p> <p><i>'No not really'</i></p>
<ul style="list-style-type: none"> <li>• Information</li> <li>• Socialising</li> <li>• Meeting other LGBTQ+ young people</li> <li>• Emotional support</li> <li>• Communication</li> <li>• Safety</li> <li>• Someone to talk to</li> </ul>	<p><i>'Discrimination, stigma, uncertainty, don't know who to speak to, No groups available'</i></p> <p><i>'Yes'</i></p>	<p><i>'like a youth club, Devizes youthy wherever that is these days , Group, they need a group Evenings LGBTQ+ young people A youth worker to run it, if you can find one I'm too old to attend (21yrs) Needs to be real life Socialising maybe even gaining new skills ie cooking, Music' 'It will give them a Safe and secure place to be themselves. Not sure how to attract people, Posters?'</i></p>
<p>LGBTQ+ YP (male) age 16yrs texted Ann Marie Gould . He was new to the area and was seeking information about LGBTQ services</p>		

Consultation: Responses from SPACE LGBTQ+ young people who attend a group held in the community, in the evenings

<b>What difference has it made to you, coming to SPACE</b>	<b>What makes SPACE a good place to come to</b>	<b>What helped you to come along</b>
<i>'Since going to Space I made many friends'</i>	<i>'Its a very open place, its very easy to speak to someone either young person or adult. You can easily make friends'</i>	<i>'My Mum found out about it, she's supportive of my being LGBTQ+'</i>
<i>'My girlfriend and I met here'</i>	<i>'I think that Space is really helpful for anyone who is lgbt, it is just such a nice place to be with so many accepting and generally nice people. I easily came out because my Mum is so accepting of me but if your family isnt as accepting I think Space would be a great place to be'</i>	<i>'Heard about it from school, Youth Forum, focus is on LGBT issues'</i>
<i>'Im very unhappy about the school system especially some individual teachers. One said to me, you choose to be gay, and women are inferior, I complained, nothing happened'</i>	<i>'Gender issues are more prevalent than sexuality issues' MOVE TO PROFESSIONALS FEEDBACK</i>	<i>'My friends came along with me, we came as a small group'</i>
<i>'Free food. You can really chill. Its quite cool, if youre trans or not out at school, it's a place to be yourself'</i>	<i>'Ive been coming about a month. Didn't expect to know anyone but know more people than I expected. I don't have friends at school or college. I feel I can connect here. Ive come on my own tonight and it feels ok'</i>	<i>'Its my first night, Im not sure what happens here, but it feels ok, I came with other friends'</i>
<i>'Coming to Space for the first time in 2014 changed my life. Before I first came I was not out to my parents and uncomfortable about my sexuality. Space introduced me to a whole community of LGBTQ+ young people who have now become lifelong friends. Coming from Radstock (a rural Somerset town)</i>	<i>'I come from a rural community, theres lots of issues. Very limited numbers coming out at school(x2 in my secondary school). Theres discrimination in schools, especially single sex schools, boys or girls nothing in between, no gender neutral toilets. Religion is difficult,</i>	<i>'I'm being a good friend, supporting A to come, because he didn't want to come along. Z has been coming for 6 weeks. I advise buddying up'</i>



<p><i>I felt alone in my sexuality and because of Space I will never feel alone again'.</i></p>	<p><i>teachers experience unhappiness about raising LGBTQ issues in a PSHE class, they say I'm Christian I don't believe this, Im not comfortable but I need to let you hear about it'.</i></p>	
<p><i>'Its good to have positive role models , gay staff who are sorted and can speak positively'</i></p>	<p><i>'the groups got bigger there are more people coming to the group, I may not have come alone if I was starting now. It felt like it was quieter and you could come and know you could speak to someone'</i></p>	
<p><i>'There are lots of issues at school, inappropriate language, lack of knowledge about terminology. Been part of an E team, there is a lack of power it's a false democracy, false power and freedom. Weve been fighting for gender neutral toilets, its taken for ever to get recycling bins'</i></p>		

## Appendix 4: Consultation: 5 Responses from Parents/Carers to the online survey

What do LGBTQ+ YP need support with, if anything? (selected from list) What prevents them getting the support they need?	Do you think that LGBTQ+ young people in Devizes need a specific group or service?	What might the group, activity or social contact look like? 'what would be the benefit to lgbtq+ yp? 'Any other comments'
'Socialising, meeting other LGBTQ+ young people, emotional support' 'Don't know who to speak to'	'Yes' All remaining questions skipped	All remaining questions skipped
'Socialising, meeting other LGBTQ+ young people, someone to talk to' 'No groups available'	'Yes'	'Welcoming, Library, 1/1 and group, Thursday evening , monthly, real life.Chat and cake' 'Parents and carers to take part, Social worker to run' 'Respondant would be willing to attend' 'LGBTQ+ young person would feel included'
'Someone to talk to' 'Don't know who to speak to'	'Don't know'	All remaining questions skipped
'Socialising, Emotional support, safety, someone to talk to' 'Discrimination, stigma, uncertainty'	'Think it would be good to have trained people at youth groups rather than a specific group x'	'Welcoming, somewhere young people can access individually, 1/1 and group, 6pm fortnightly, 11-18yr olds, run by volunteers' 'Respondant wouldn't attend personally' 'both real and on line would be an advantage' <b>LGBTQ+ young person would benefit from, 'try to normalise, sharing stories'</b> 'Advertise in school and official buildings. Word of mouth, posters in school, adverts on social media'
Opening details only completed	All remaining questions skipped	All remaining questions skipped

Consultation: 5 Responses from 1 Professional to the on line survey

<p><b>What do LGBTQ+ YP need support with, if anything? (selected from list)</b>  <b>What prevents them getting the support they need?</b></p>	<p><b>Do you think that LGBTQ+ young people in Devizes need a specific group or service?</b></p>	<p><b>What might the group, activity or social contact look like? 'what would be the benefit to lgbtq+ yp? 'Any other comments'</b></p>
<p><i>'Information, Meeting with other LGBTQ+ young people, Emotional support, Safety, Someone to talk to'</i>  <i>'They need support with issues such as bullying and stereotyping. I think the more information that is made available to them the better, as they are still trying to figure out their identities'</i></p> <p><i>'Discrimination, stigma, don't know who to speak to, No groups available, Family, LGBTQ+ young people do get the support they need'</i></p> <p><i>'Some young people do find it very difficult to come out to their parents and have their phones monitored by their families so they cant access informaiotn without them finding out'</i></p>	<p><i>'Yes'</i>  <i>'A support group with someone older, preferably someone who has been through similar experiences to them'</i></p>	<p><i>'Relaxed, calm setting-group discussions but also time to socialise with like minded people.</i>  <i>Within walking distance for Devizes residents. Group with opportunities for 1/1 support. Meet weekly'.</i>  <i>'For young LGBTQ+ youth and allies who wanted to support.'</i>  <b>Respondant would attend,</b>  <i>'Occassionally if the young people felt it would help them to feel safe and supported'</i>  <b>Group should be,</b> <i>'Real life, Discussion, sharing personal problems and coming up with possible solutions. Specific activities- a potential pride event etc'</i>  <i>'Currently the young people I have spoken to feel alone. We have started a group in school which has really helped but they are tired of feeling like they are different from their peers. Changing this would mean a lot to them'</i>  <i>'Advertise, through schools and colleges. Go to assemblies etc</i>  <i>'I think they would feel safer if they were meeting with an adult who was also LGBT+'</i></p>

## Discussions with local Professionals and Space staff Bath

Responses noted during general discussion and allocated to relevant question by author of report/interviewer

<p><b>What do LGBTQ+ YP need support with, if anything? What prevents them getting the support they need?</b></p>	<p><b>Do you think that LGBTQ+ young people in Devizes need a specific group or service?</b></p>	<p><b>What might the group, activity or social contact look like? 'what would be the benefit to lgbtq+ yp? 'Any other comments'</b></p>
<p><i>Steve Crawley Youth Action: Previously there were 21 youth clubs, all have been cut, the remaining ones are voluntatry led- (Potterne West Lavington, Bromham, still active, Rowde, Devizes and Wharton either closed or reforming) Transport is an issue we have to provide transport for all yp at our events All our services are now targeted/referrals, Young Carers and Neet YP</i></p>	<p><i>Yes 'Just had two transgender young people who needed support, but no facilities to signpost too' 'All Youth Action staff Equal Opportunites trained and could support LGBTQ YP but no time to support 1/1</i></p>	<p><i>'YC's and volunteers may not be equipped to cope with LGBT issues, training for voluntary youth leaders is needed'</i></p>
<p><i>Laura Jones- Counsellor Lavington school x1 day per week(works with Relate) 'Not sure where they can go. YP see me briefly . I see 6 pupils a day, 50mins each for 6 sessions. Presenting issue may be something different. 5-10%(closer to 5%) of young people raise LGBTQ issues</i></p>	<p><i>'Mostly they need YP who have similar concerns/questions'</i></p>	<p><i>'I thought they may start a group at school, but it would be a challenge'</i></p>
<p><i>Daniela De Cet- Deputy Head Teacher Lavington school and DSL 'Historically there was a group who had a zero tolerance campaign, but that folded. We used to refer to the group. 10 yrs ago we had a trans young</i></p>	<p><i>'We have prevention of mental health issues as our equality objective. We offer mindfulness, yoga, pupils well being survey, training for staff to deal with low mood, depression and self harm. A solicitor is going to run a course</i></p>	<p><i>'Were quite a small school . Id be concerned regarding the Teacher/champion model because of potential safeguarding concerns. We support individual pupils cross curricular , allocation of toilet etc . We use the FIT video in PSHE.</i></p>

<i>person, and we currently have a pupil who is transgender</i>	<i>for staff around transgender issues.</i>	<i>Preferernce would be for an out of school group which we could refer to'</i>
Nikki Lockyer- Volunteer Youth worker and <i>Main issues are of education and safety, LGBT YP need a separate place to ask questions. Schools have responsibility for YP's well being but are not trained to deal with LGBTQ issues, the youth worker is. Gender transition gets grouped with sexual orientation, this is confusing issues and it needs to be made clearer Ofsted report 2015 highlighted issues of homophobic bullying'</i>	Yes	<i>Youth group with separate time or space for LGBTQ YP to be able to meet and talk with youth staff</i>
KOOTH Michaela Bisogno		
Hayley Cooke Thrive Hub		
Space Bath Siobhan Natalie Retallick Alice Hoyle		

## Appendix 5: Consultation: Responses from Anti Bullying Ambassadors at Lavington school at LGBTQ+ Awareness Raising session

What currently happens in the young persons(LGBTQ) social life?	What is the young person looking to do? What do they need in terms of social contact/support?	What might the group, activity or social contact look like? 'Wish list'
<i>'Going to town'</i>	<i>'Likely looking for acceptance and a support network, and trustworthy friends and adults'</i>	<i>'A group who support him and believe that Alex is the person he is; he's confident of his sexuality'.</i>
<i>'Interacting with friends and family. Could often feel judged by people he doesn't know. Support from school or library'</i>	<i>'Personal space'</i>	<i>'Talking to someone on line about it'</i>
<i>'Clubs, friends, family, leaders of activities, Teachers, place of peace, local places'</i>	<i>'Acceptance'</i>	<i>'Good people to talk to'</i>
<i>'People go to social groups'</i>	<i>'To have people to relate to'</i>	<i>'Its hard to get support or social groups because your parents are going to want to know where you are making it harder to get support'</i>
<i>'They wouldn't want to go out because they are too afraid they would get bullied on the streets from people at school'</i>	<i>'People to not talk to'</i>	<i>'A mate'</i>
<i>'Not many things to do'</i>	<i>'Support network'</i>	<i>'Therapy Dogs'</i>
<i>'Campaigns at school for equality'</i>	<i>'Good friends to talk to or family'</i>	<i>'Needs more support groups, safe places, youth clubs for LGBT students'</i>
<i>'what do they do:Clubs, spend time with friends, sporting teams. Support: parents, friends and siblings, pastoral, councillors'</i>	<i>'Love'</i>	<i>'Childline'</i>
<i>'Their hobbies'</i>	<i>'Someone who they trust to talk to'</i>	<i>'Support from people who wont judge them'</i>
	<i>'Alex needs a good friend to support him in his confidence and that he can be who he plans to be'</i>	<i>'Other LGBT community members and events'</i>

	<i>'All young people especially look for support from things. They need acceptance from everyone in the community not just peers. But most importantly they need to be treated as equal to everyone else'</i>	<i>'It may be hard to find support because they need to find someone they can trust and open up to'</i>
	<i>'Diversity'</i>	<i>'Social groups'</i>
	<i>'Positivity'</i>	<i>'Somewhere to talk to others in the same situation'</i>
	<i>'People to talk to'</i>	<i>'Personal space, time out'</i>
	<i>'Alone time'</i>	<i>'A safe place'</i>
	<i>'Friends'</i>	<i>'A friendship group which is loving and accepting- possibly a support group or awareness days?Support is very difficult to get in a rural community. Its easy to get lost in terms of people finding and helping you'</i>
	<i>'Being able to be quiet but feel safe and content'</i>	<i>WISH LIST</i>
	<i>'Be confident about who they are, they need someone who would look past their gender'</i>	<i>'For people to realise how people are affected by the words, 'gay', 'bent' etc throughout the day, and know it affects LGBT people'</i>
	<i>'People to be completely themselves around'</i>	<i>'Support group that you do not need to travel too far for'</i>
	<i>'Close friends'</i>	<i>'Support groups, people to stop acting like being LGBTQ+ is strange, using 'gay' as a bad word, almost like you would say 'oh my god!'</i>
	<i>'Tell parents'</i>	<i>'Support from pastoral departments at school, teachers, family, friends'</i>
	<i>'People to help with confidence'</i>	<i>'Youth club for LGBTQ+ people to go to on trips yay'</i>
	<i>'Somewhere they feel that they can be themselves'</i>	<i>'LGBTQ+ awareness days in schools'</i>

	<i>'Less close mindedness in rural communities'</i>	<i>'Anyone can have any sexuality and not be judged or isolated because of it'</i>
	<i>'Pets'</i>	<i>'Talk to someone face to face if they want to'</i>
	<i>'Talk to someone who is specialised in this'</i>	<i>'Gay or any sexuality should not be an insult'</i>
	<i>'Food'</i>	<i>'On line support'</i>
	<i>'Be aware'</i>	<i>'LGBTQ+ Awareness days targeted to older audiences'</i>
	<i>'Role models'</i>	<i>'A place to talk to other LGBTQ+ people and learn how they came out'</i>
	<i>'Someone who is trustworthy and willing to listen'</i>	<i>'Charity events'</i>
		<i>'Transport from village to towns'</i>
		<i>'Days out'</i>

Consultation: Responses from young people at Potterne Youth Club At  
LGBTQ+ Awareness Raising session

<b>What currently happens in the young persons(LGBTQ) social life?</b>	<b>What is the young person looking to do? What do they need in terms of social contact/support?</b>	<b>What might the group, activity or social contact look like? 'Wish list'</b>
<i>'Teachers don't talk about it '</i>	<i>'They need to try sites like childline or if that's not working try a doctor or someone they trust'</i>	<i>'Youth club with LGBTQ nights or an hour, or space for LGBTQ young people to get together'</i>
<i>'LGBTQ young people could get self conscious, people spread rumours and they close down'</i>	<i>'Need to tell someone you will feel much better'</i>	
<i>'Some teachers could say more, they don't all know how to handle it'</i>	<i>'I don't believe that enough is done for people in LGBTQ community at school/in Wiltshire. More help should be given for people with a mental illness'</i>	
<i>'Theres a trans boy at our school'</i>	<i>'I think that schools should do a bit more'</i>	
<i>'Weve got Ms. L at our school we talk about LGBTQ all of the time, shes Bi'</i>		





## **Appendix 6: Statistical information regarding the numbers and needs of LGBTQ+ young people**

Source National Office of Statistics- Most recent figures 2016

- 2% of the general population self identifying as LGBTQ
- Increasing numbers in the 16-24yr range from 3.3% to 4.1% between 2015 and 2016
- 16-24yr age range are the only group to have larger Bisexual % than Gay/Lesbian group

It may be the case that this age group is more likely to be striving to understand and explore their sexual identity, however it could also indicate a change in social behaviour

### **To determine the possible numbers of young people who may identify as LGBTQ+ at any one time in the Devizes Community Area**

- The current school populations of the three main secondary schools in Devizes Community Area are as follows

Lavington school currently on roll=703

Devizes school currently on roll=1127

Dauntseys school currently on roll= 840

**Total = 2670 2% (LGBT in population) of this number is 54, which could be said to be a conservative estimate of the number of LGBTQ+ young people attending these three schools.**

**4.1% (LGBT young people age 16-24) gives us an estimate of 109 LGBTQ+ young people attending these three schools.**

**Wiltshire College also has students in the 11-18 age range, from the Devizes area attending courses on all four sites**

### **Wiltshire Children and Young People's Health and Wellbeing Survey 2017**

- A total 9951 pupils from 95 Wiltshire schools completed the survey. The pupils at the 22 secondary schools and 12 6<sup>th</sup> forms/colleges who took part had the option to self select as LGBTQ+

- The report author/researchers comment that in general many of the key indicators have declined in 2017 when compared to the 2015 outcomes

#### Sexuality: Lesbian, Gay and Bisexual (LGB)

- 2% of post-16 students and 1% of secondary (Yrs 8 & 10) identified as lesbian or gay
- 7% of post 16 students and 5% of secondary (Yrs 8 & 10) identified as bisexual
- 10% of secondary students didn't know, a further 3% didn't want to say, another 3% were figuring it out and another 3% said none
- 73% post 16 students and 63% secondary reported being heterosexual.

#### Transgender

- 78 respondents identified as transgender – This is too small for response disclosure on most of the items experienced by LGBTQ + YP and other minority groups.

The LGBTQ+ young people responses consistently show them to be the most vulnerable group when compared to other vulnerable groups identified in the survey (FSM, Young carer, Disability, in care/have a social worker etc.):

- 25% of respondents at secondary school who self-elected as LGBTQ had poor or extremely poor mental health scores, 32% young people in year 12+ had poor or extremely poor mental health
- The LGBTQ young people had the lowest percentage who are satisfied/quite satisfied with life. They represented the largest group who scored lowest in terms of happiness, 30% from secondary school and 38% from yr12 +, compared to 52% for the Wiltshire schools average.
- LGBTQ young people scored the Highest % who regularly self harm (monthly or more frequently) 37% for both secondary and yr12 + pupils (compared to 10% secondary pupils and 12% yr 12+ average for all secondary age pupils)
- 35% were vulnerable to being bullied ( every month or more frequently) compared to 21% of all secondary age pupils, and 13% of post 16 pupils
- Increased % of those who felt that school didn't deal with the bullying very well

## **Appendix 7: The Devizes school LGBTQ group- Feedback about progress**

**Is the group still running? has the membership changed at all, are new pupils joining, have more boys come along? what does the current membership look like.**

We've got about 20-25 members coming consistently. They're still coming to me first to ask when the club is on in order to protect those already in the club. I've only turned one student away because I know they have a lot of behavioural issues and I worry he would just be there so he could tease the students outside of school. There are about 3 boys coming regularly, and there have been a handful of others.

**How has the group progressed its aims, have there been active campaigns or is the group still considering these?Have you changed some of the original terms of reference at all.**

We've been putting together a display to celebrate LGBT+ people we look up to, and I've been doing more assemblies to discuss Pride month. I've also been to report back to SLT on a survey I did in school (results attached if it's helpful) and discussed how to move forward - we're tightening up our policy regarding the use of homophobic/biphobic/transphobic language and bullying. We're also looking at having a Pride Day (students can wear something rainbow or some rainbow facepaint with their uniform with a 50p donation to Stonewall) and maybe a cake sale and Pride disco/party for all students to attend if they want to. We've also done some work with the Wiltshire Museum making banners promoting equality for the Devizes Carnival in September. We also have some Friday afternoon sessions in addition to our Tuesday lunchtime slot, where we watch films/TV shows with LGBT+ characters and issues, which has been really enjoyable for them. They're still really want to have gender neutral bathrooms, PE lessons, uniform etc. but that's hopefully something we can look at more in September.

**\* What impact, if any, do you feel the group has had on the individuals who are attending the group or on the school culture as a whole. Has there been any unintended negative effects ie increase in bullying for those members who are now 'out', if that is the case**

The students in the group have become much more confident and now feel that they have a good support system of people who 'get it'. They also know they can come to me with any problems around coming out, but I really push the idea of them helping and advising each other. They feel much happier and that they truly have their own community which is really powerful to see. I think just bringing up LGBT+ issues in assemblies has initially led

to some silliness (i.e. the kids saying all the things I've just told them not to say and why they shouldn't say them) but I think it's dying down.

**\*Is the group support enabling them to cope better in general or with bullying in particular, than they may previously have done. Are the school anti bullying procedures in place, effective and adequate to challenge this?**

I think the students are definitely becoming more resilient and less reliant on me for support with these issues. The older students in the group have taken more of a mentoring role and they love being able to help each other. School has agreed that all homophobic language will result in immediate isolation and staff have been very supportive.

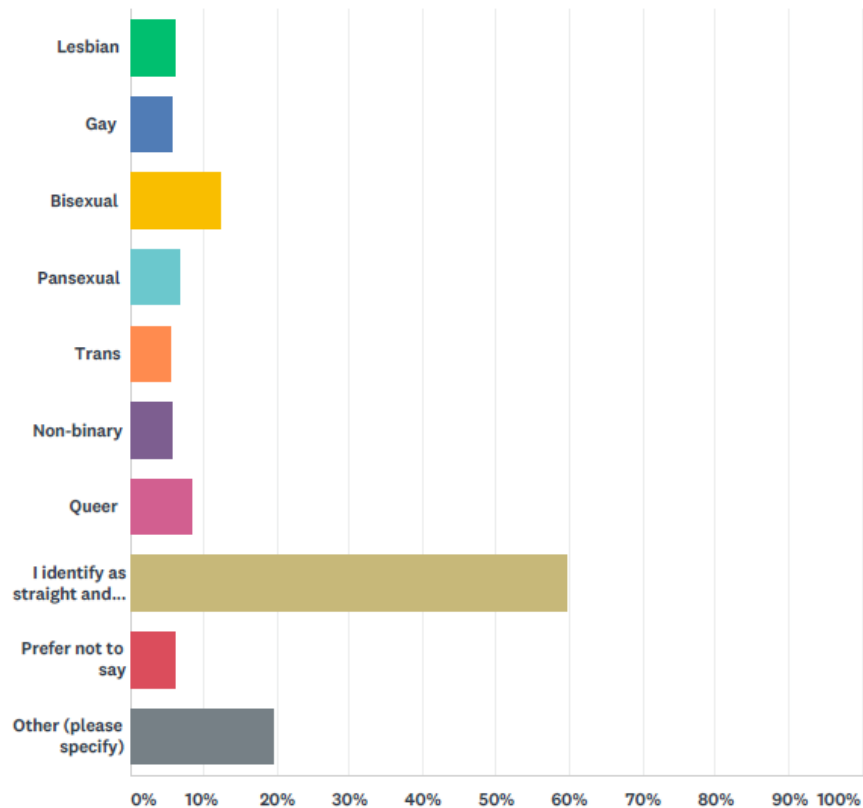
**\* In the light of the progress to date would you have done anything differently if starting the project again?**

I don't think so! I'm still being very wary of boundaries etc. with the students because we could potentially deal with some big safeguarding issues but I'm really happy with what we've done so far!

## Appendix 8: Devizes School LGBTQ Student Survey

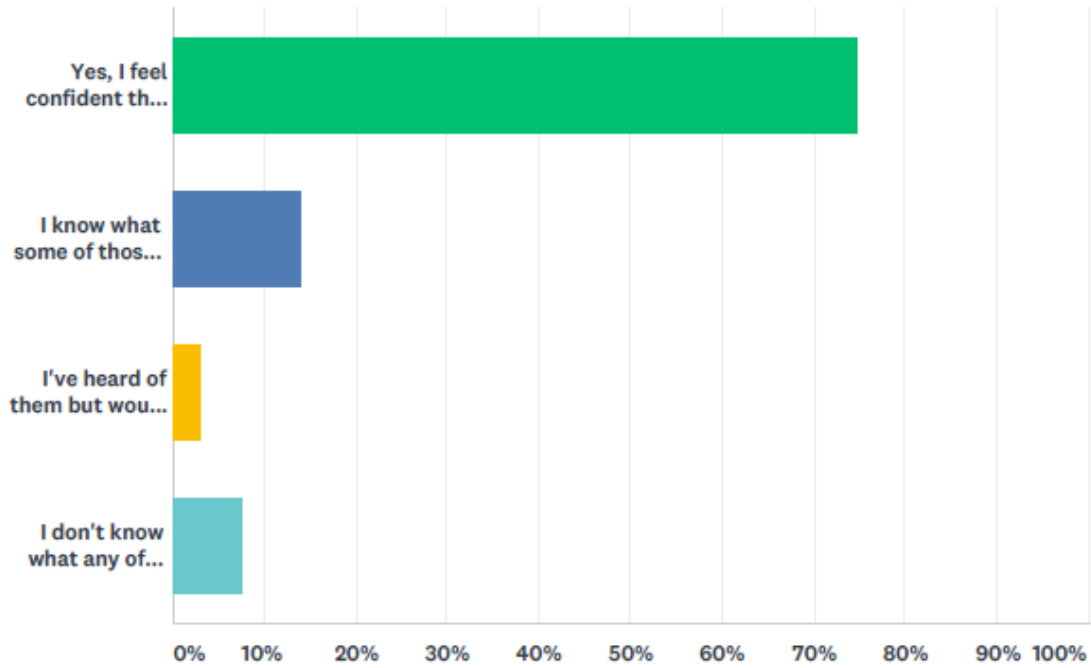
### Survey Monkey Results

Q1 Do you identify as Lesbian, Gay, Bisexual or Trans, or another identity under this umbrella? This will be kept completely anonymous (Answered 322, Skipped 1)



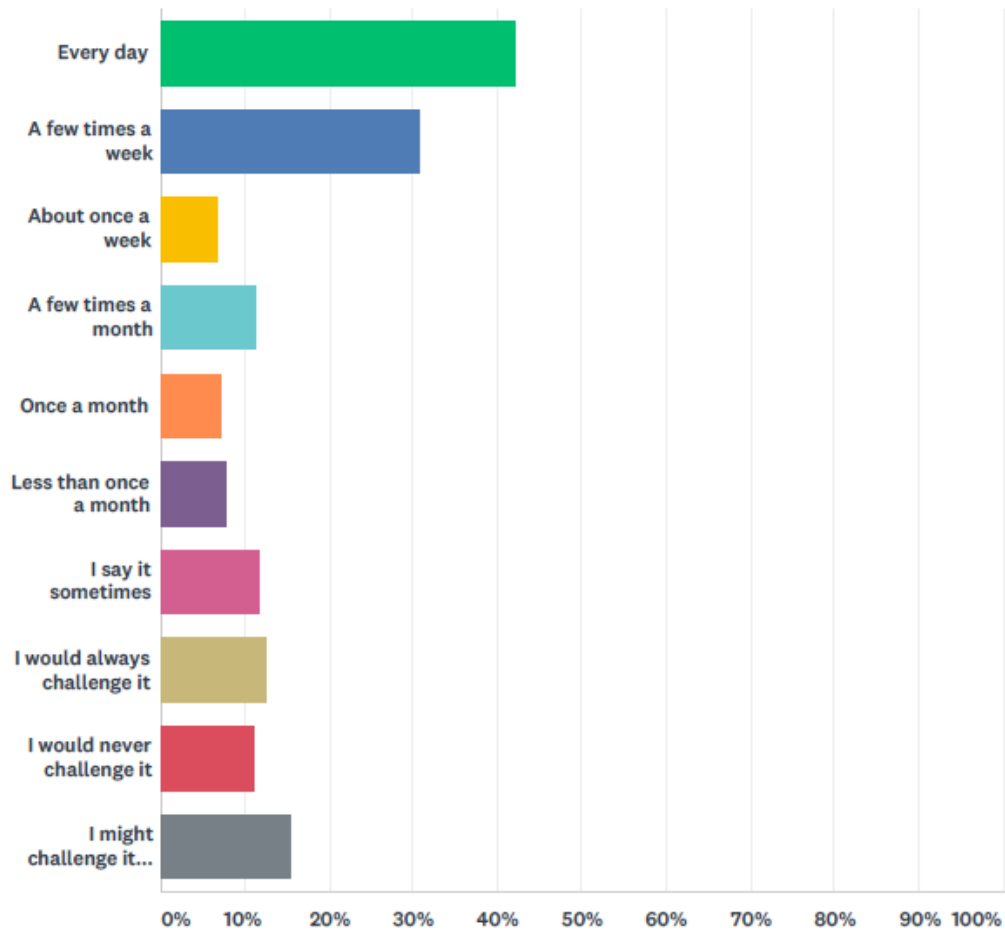
Answer Choices	Responses	
Lesbian	6.21%	20
Gay	5.90%	19
Bisexual	12.42%	40
Pansexual	6.83%	22
Trans	5.59%	18
Non-binary	5.90%	19
Queer	8.39%	27
I identify as straight and cisgender (I agree with the gender assigned to me at birth)	59.63%	192
Prefer not to say	6.21%	20
Other (please specify)	19.57%	63
<b>Total Respondents</b>		<b>322</b>

Q2 Do you know what terms like lesbian, gay, bisexual and trans mean? (Answered 319, Skipped 4)



Answer Choices	Responses	
Yes, I feel confident that I understand different LGBT+ identities	74.92%	239
I know what some of those words mean, but not all of them	14.11%	45
I've heard of them but would like some more explanation	3.13%	10
I don't know what any of those words mean	7.84%	25
Total		319

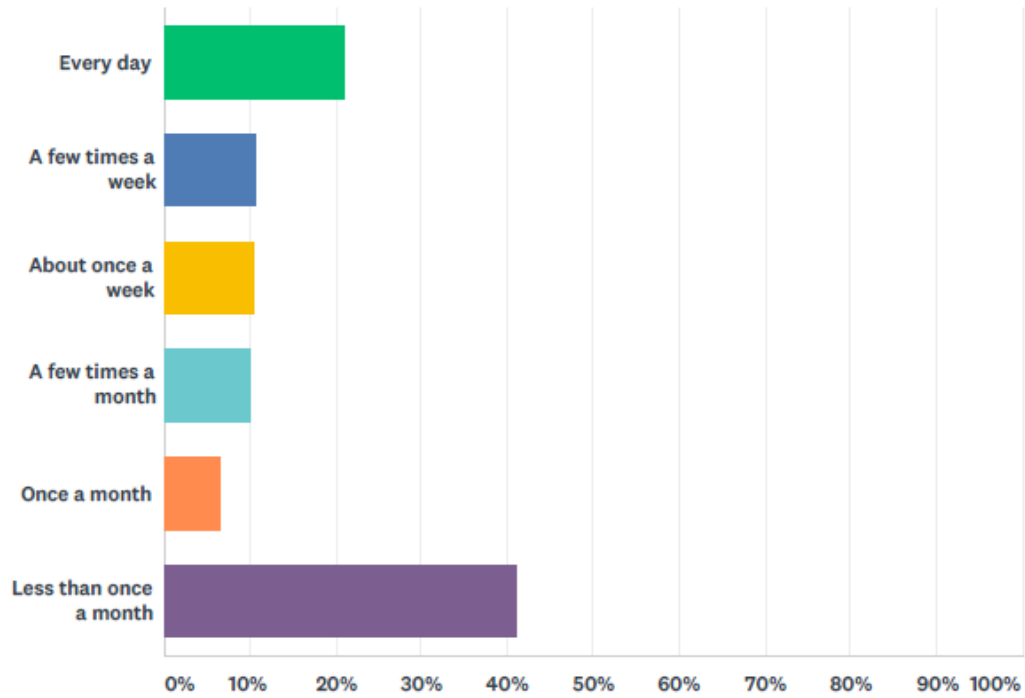
Q3 How often do you hear homophobic language being used, including the use of 'gay' to mean rubbish? Would you challenge it? (Answered 318, Skipped 5)



Answer Choices	Responses	
Every day	42.14%	134
A few times a week	30.82%	98
About once a week	6.92%	22
A few times a month	11.32%	36
Once a month	7.23%	23
Less than once a month	7.86%	25
I say it sometimes	11.64%	37
I would always challenge it	12.58%	40
I would never challenge it	11.01%	35
I might challenge it but I might be too scared	15.41%	49
Total respondents		318

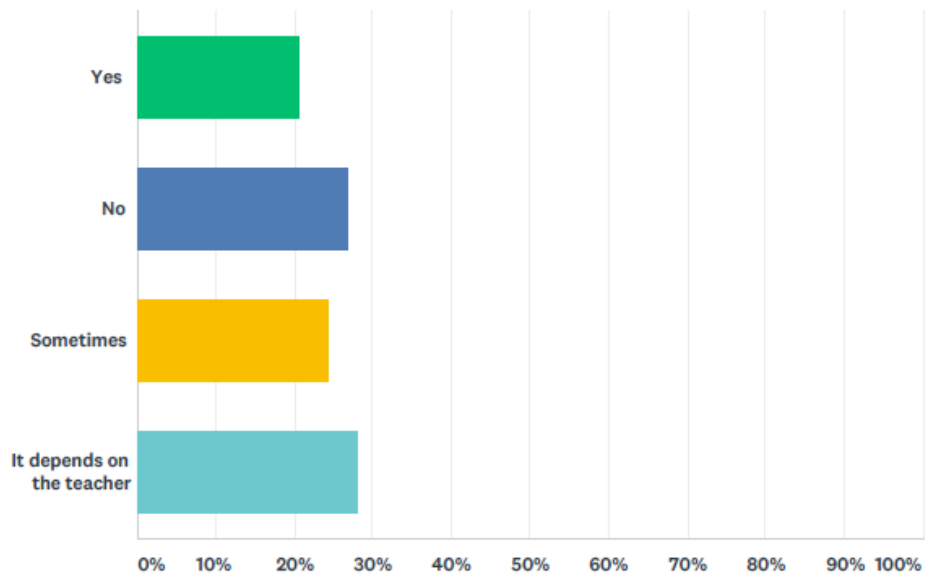


Q4 How often do you hear about/experience homophobic, biphobic or transphobic (HBT) bullying? (Answered 318, Skipped 5)



Answer Choices	Responses	
Every day	21.07%	67
A few times a week	10.69%	34
About once a week	10.38%	33
A few times a month	10.06%	32
Once a month	6.60%	21
Less than once a month	41.19%	131
Total		318

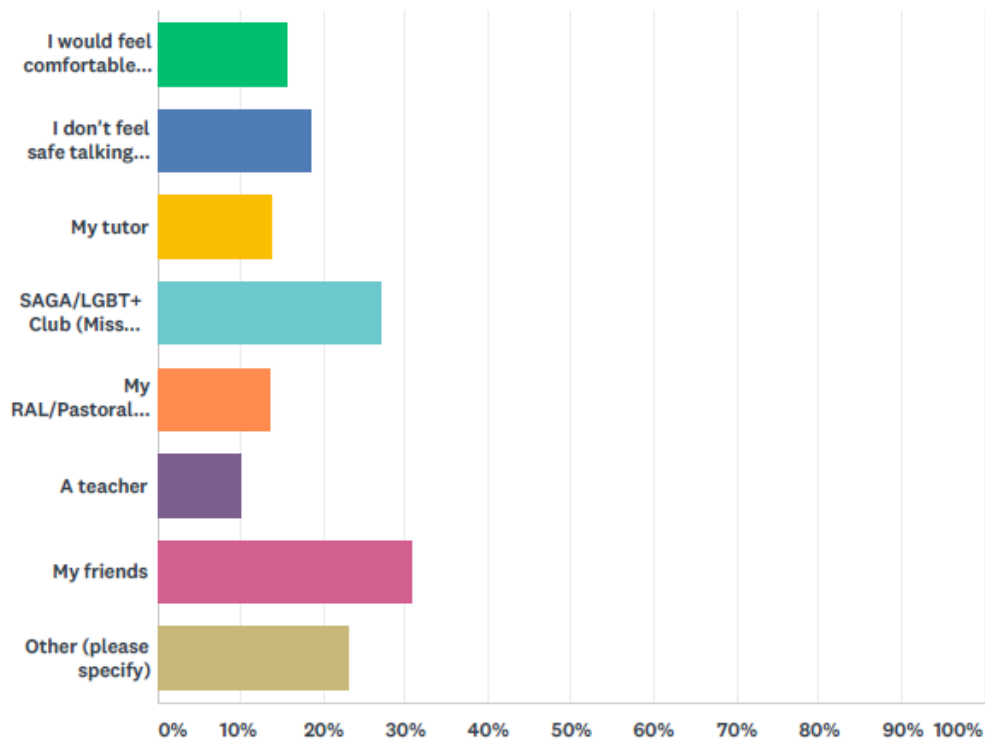
Q5 Do you feel that Devizes School deals with HBT bullying effectively? (Answered 318, Skipped 5)



Answer Choices	Responses	
Yes	20.75%	66
No	26.73%	85
Sometimes	24.53%	78
It depends on the teacher	27.99%	89
Total		318

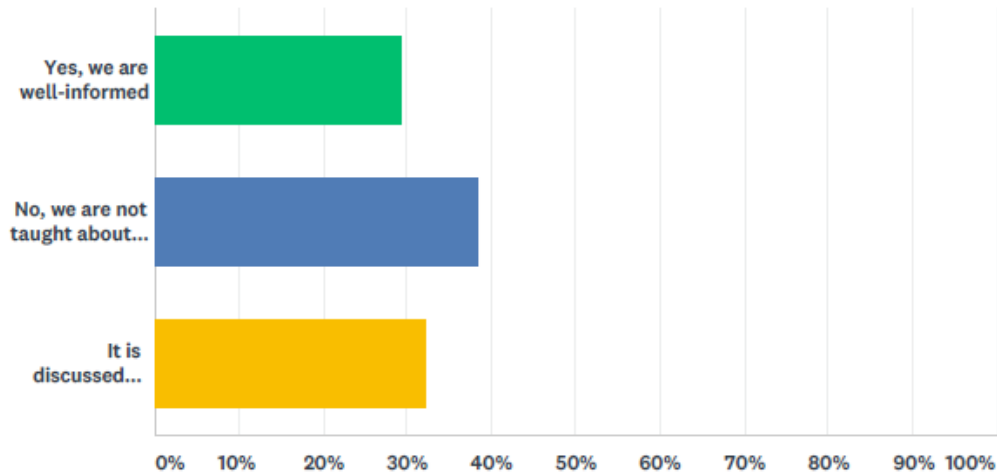
Q6 What else do you think school should be doing to combat homophobia, biphobia and transphobia? (Answered 238, Skipped 85)

Q7 If you had any questions or worries about LGBT+ identities, or wanted support dealing with them yourself, who would you talk to in school? (Answered 318, Skipped 5)



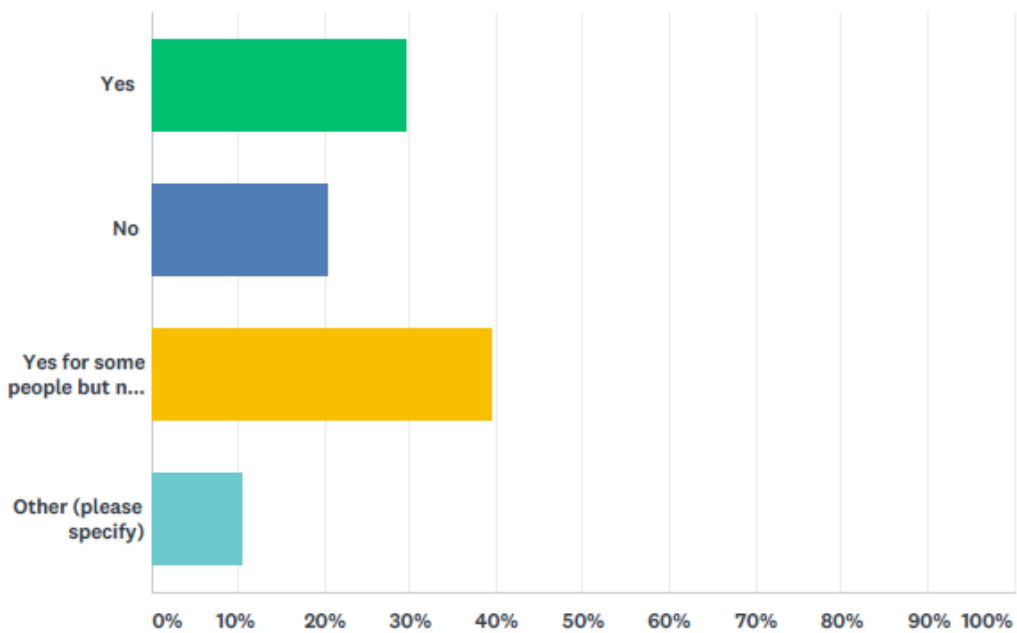
Answer Choices	Responses	
I would feel comfortable discussing these things with anyone at school	15.72%	50
I don't feel safe talking about these issues at school	18.55%	59
My tutor	13.84%	44
SAGA/LGBT+ Club (Miss Luscombe, Mrs Britten)	27.04%	86
My RAL/Pastoral Leader	13.52%	43
A teacher	10.06%	32
My friends	30.82%	98
Other (please specify)	23.27%	74
<b>Total Respondents</b>		<b>318</b>

Q8 Do you think LGBT+ issues are discussed enough in school? (Answered 320, Skipped 3)



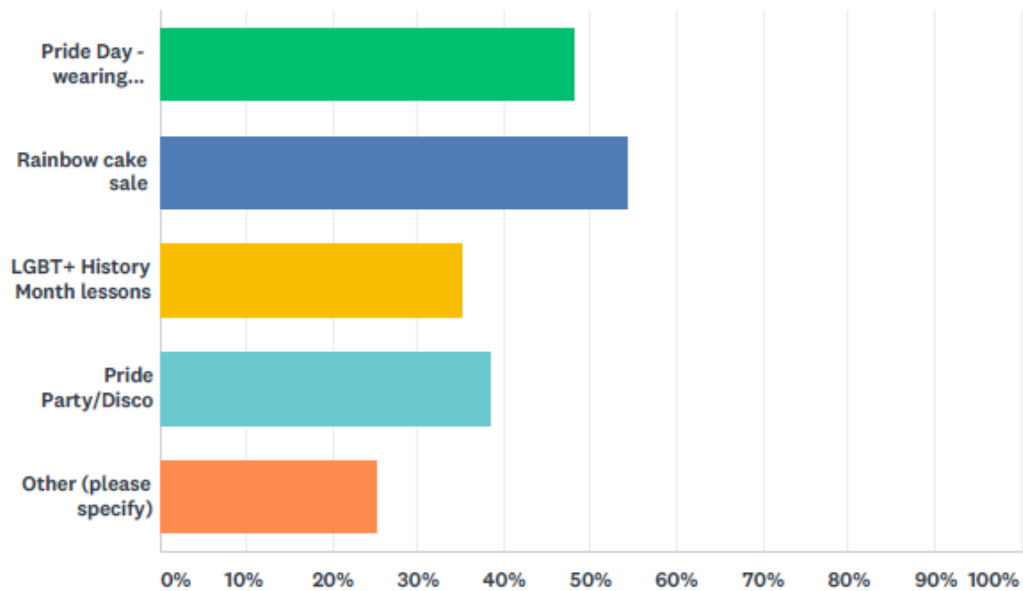
Answer Choices	Responses	
Yes, we are well-informed	29.38%	94
No, we are not taught about these issues	38.44%	123
It is discussed occasionally	32.19%	103
Total		320

Q9 Do you think Devizes School is a safe place for people who identify as LGBT+?  
(Answered 322, Skipped 1)



Answer Choices	Responses	
Yes	29.50%	95
No	20.50%	66
Yes for some people but not for everyone	39.44%	127
Other (please specify)	10.56%	34
Total		322

Q10 It's not all about bullying! Would you be interested in any of the following events if the SAGA club put them on? (You can tick more than one) (Answered 291, Skipped 32)

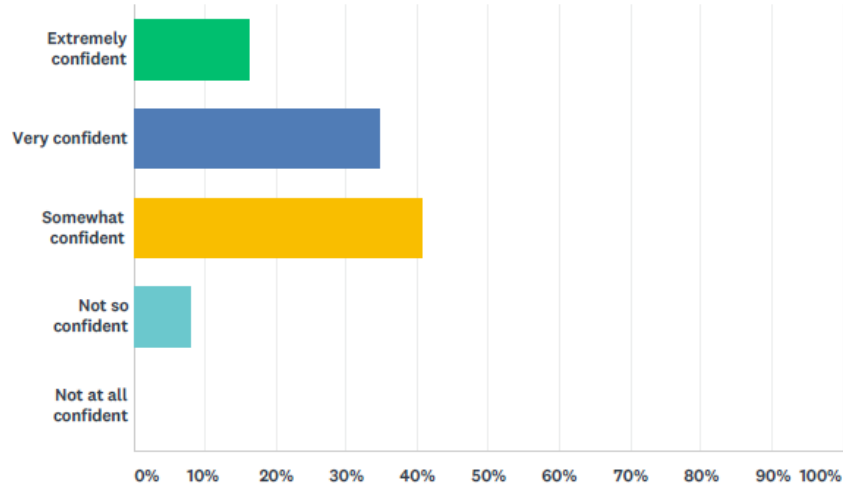


Answer Choices	Responses	
Pride Day – wearing something ‘rainbow’ with your uniform for a day	48.11%	140
Rainbow cake sale	54.30%	158
LGBT+ History Month lessons	35.05%	102
Pride Party/Disco	38.49%	112
Other (please specify)	25.09%	73
Total Respondents		291

## Appendix 9: Devizes School Staff Survey

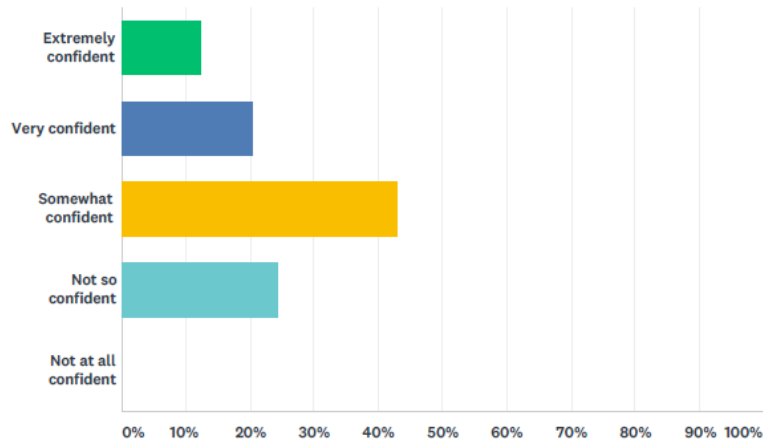
Survey Monkey Results

Q1 How confident do you feel about tackling homophobic/biphobic language/bullying?  
(Answered 49, Skipped 0)



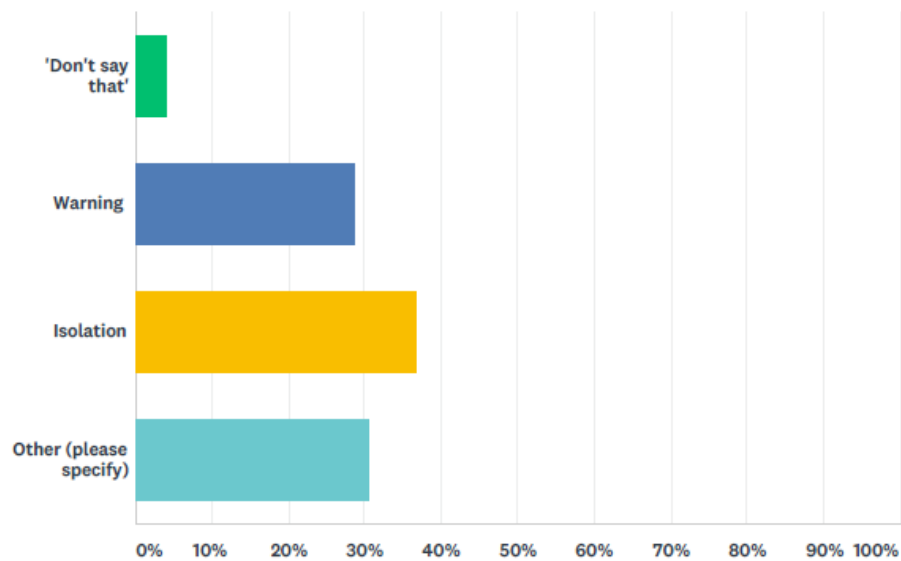
Answer Choices	Responses	
Extremely confident	16.33%	8
Very confident	34.69%	17
Somewhat confident	40.82%	20
Not so confident	8.16%	4
Not at all confident	0.00%	0
<b>Total</b>		<b>49</b>

Q2 How confident do you feel about tackling transphobic language/bullying, including misgendering? (Answered 49, Skipped 0)



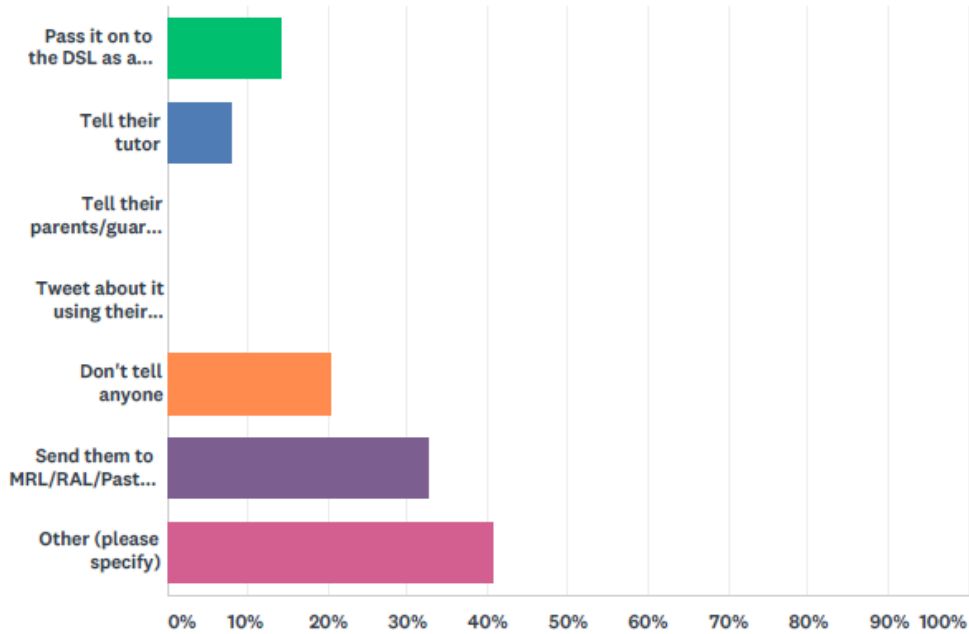
Answer Choices	Response	
Extremely confident	12.24%	6
Very confident	20.41%	10
Somewhat confident	42.86%	21
Not so confident	24.49%	12
Not at all confident	0.00%	0
Total		49

Q3 What sanction would you give for homophobic, biphobic or transphobic (HBT) language? (Answered 49, Skipped 0)



Answer Choices	Responses	
'Don't say that'	4.08%	2
Warning	28.57%	14
Isolation	36.73%	18
Other (please specify)	30.61%	15
Total		49

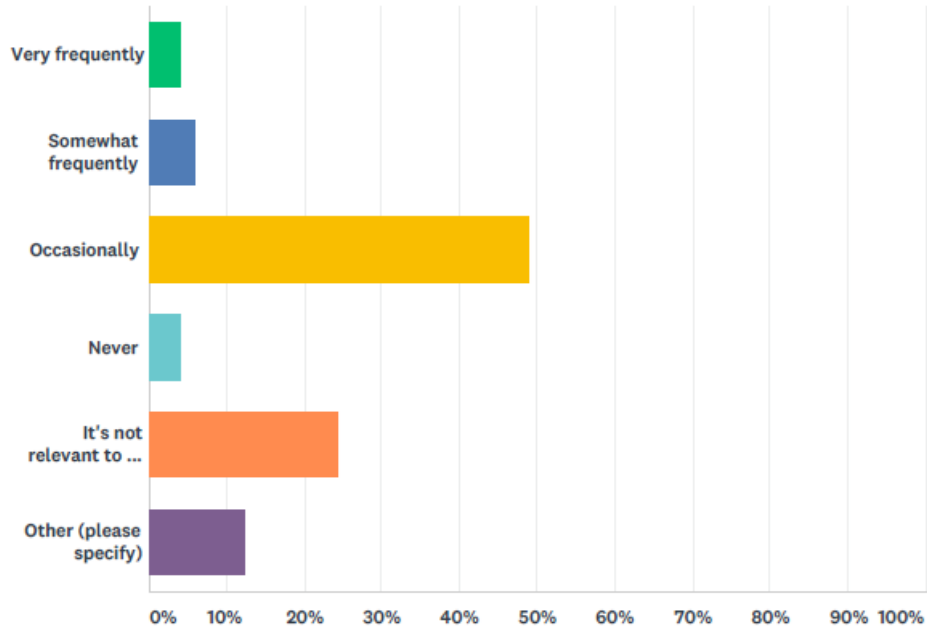
Q4 If a student mentions their sexuality or gender identity to you, what do you do with this information? (Answered 49, Skipped 0)



Answer Choices	Responses	
Pass it on to the DSL as a safeguarding issue	14.29%	7
Tell their tutor	8.16%	4
Tell their parents/guardians	0.00%	0
Tweet about it using their full name and a photo of them	0.00%	0
Don't tell anyone	20.41%	10
Send them to MRL/RAL/Pastoral Leader	32.65%	16
Other (please specify)	40.82%	20
<b>Total Respondents</b>		<b>49</b>

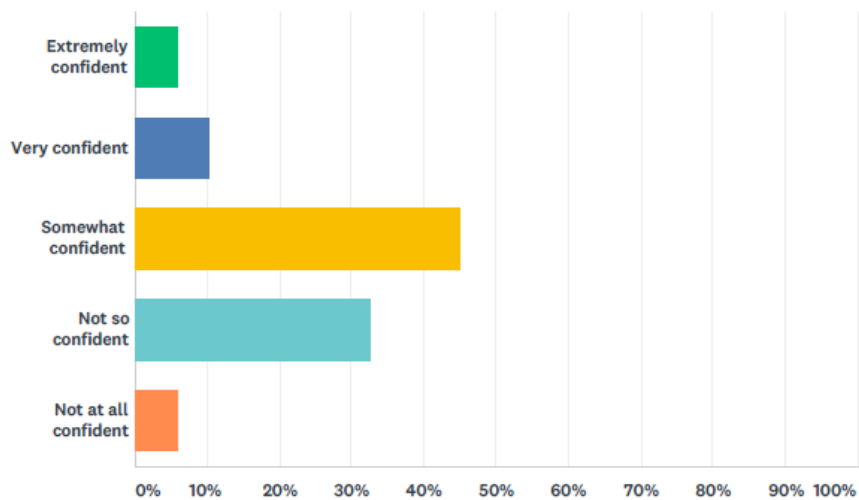
Q5 How often do you mention LGBT+ issues/people in your lessons, including referring to 'different' kinds of families? (Answered 49, Skipped 0)





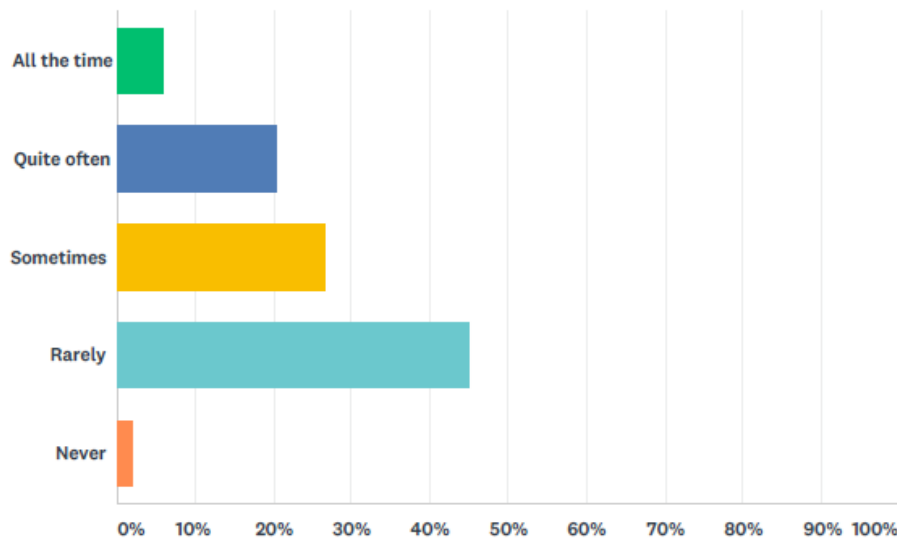
Answer Choices	Responses	
Very frequently	4.08%	2
Somewhat frequently	6.12%	3
Occasionally	48.98%	24
Never	4.08%	2
It's not relevant to my subject	24.49%	12
Other (please specify)	12.24%	6
<b>Total</b>		<b>49</b>

Q6 How confident do you feel using current terminology when discussing gender/ attraction with students, e.g. non-binary, trans, asexual, etc.? (Answered 49, Skipped 0)



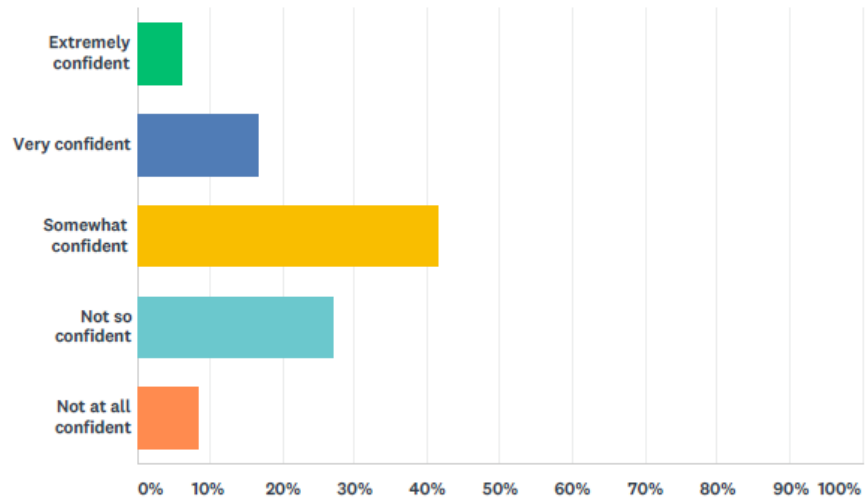
Answer Choices	Responses	
Extremely confident	6.12%	3
Very confident	10.20%	5
Somewhat confident	44.90%	22
Not so confident	32.65%	16
Not at all confident	6.12%	3
Total		49

Q7 How often do you hear HBT language, including 'that's so gay' and similar comments?  
(Answered 49, Skipped 0)



Answer Choices	Responses	
All the time	6.12%	3
Quite often	20.41%	10
Sometimes	26.53%	13
Rarely	44.90%	22
Never	2.04%	1
Total		49

Q8 How confident do you feel about tackling comments such as 'don't assume my gender' when said as a joke? (Answered 48, Skipped 1)



Answer Choices	Responses	
Extremely confident	6.25%	3
Very confident	16.67%	8
Somewhat confident	41.67%	20
Not so confident	27.08%	13
Not at all confident	8.33%	4
Total		48

Q9 Are there any terms or issues you want clarification on or any questions you would like answered in training? (Answered 20, Skipped 29)

## Appendix 10: Extract from Ofsted example of good practice

**Case study 5:** Improving preventative practices and support for LGBT (Lesbian, Gay, Bisexual, Transgender) pupils Temple Moor High School Science College (West Yorkshire)  
School context Temple Moor High School Science College is a larger-than-average sized 11-18 secondary school with a science specialism. The large majority of pupils are White British and the number of pupils receiving pupil premium or having a disability or special educational needs is above the national average. The school maintained its good rating at its latest short inspection by Ofsted in 2017. Preventative practices to tackle homophobic, biphobic and transphobic bullying In 2015, the school began working in partnership with the Barnardo's Positive Identities Service to tackle homophobic, biphobic and transphobic (HBT) bullying. Whilst the school had not identified any significant issues with this type of bullying, they recognised the value in improving their preventative practices and support for LGBT pupils. The year-long programme incorporated:

- An introductory assembly to pupils and staff to explain the programme, plus sessions with parents and governors.
- Lesson plans focused on different sexualities incorporated into timetabled PHSE lessons and tailored by year group, to ensure each pupil received at least 2 hours of teaching these subjects.
- Staff training on how to deliver lessons, what to do if a pupil confides in them and next steps to support pupils.
- Additional assemblies across the year to reinforce learning, and celebration of events such as Pride.
- A review of the anti-bullying policy to encompass LGBT bullying specifically and mechanisms by which students could discuss and be supported with their sexual identity.
- Drop in sessions and a games club to provide a place where pupils can talk to someone about their sexuality and be comfortable with like-minded people.

The programme was highly visible and promoted to pupils and parents via the school website, leaflets and posters around the school, letters and email communications. "They were as keen as we were that it wasn't just a one year fix...There's a massive legacy in terms of what they have achieved." 36 Although the programme has now been completed, the school has maintained a number of initiatives developed with Barnardo's and continues to review and adapt its practices to ensure incidents remain low. In addition to the work with Barnardo's, the school developed its own initiatives to prevent and tackle all types of bullying, including pupil anti-bullying mentors, regular assemblies tailored to year group on bullying and topics such as empathy and kindness, posters promoting the school's in-house support services, and a combination of sanctions and restorative practices for tackling bullying incidents when they occur. The school reported

an increased atmosphere of acceptability and reduced stigma for LGBT pupils and this has allowed more pupils to feel comfortable discussing their sexual identity. LGBT related incidents have reduced from 14 before Barnardo's worked with the school to one per year over the last two years. The school also reports that the number of general bullying incidents has reduced significantly in the last two years.

**Ofsted**

## **Appendix 11: Support organisations for LGBTQ+ young people their families and professionals who work with them**

**ChildLine-** <https://childline.org.uk/>

- Online and telephone support for all children and young people

**Switchboard** – <https://switchboard.lgbt/>

- LGBT+ Helpline and online support for adults and young people

**Schools Out Student Toolkit-** [http://www.schools-out.org.uk/STK/Student\\_Tool\\_Kit.htm](http://www.schools-out.org.uk/STK/Student_Tool_Kit.htm)

- A guide to rights for young LGBTQ+ people

**Kooth** - <https://kooth.com/>

- a free, online emotional wellbeing and counselling service for all young people in the South West

**RU Coming out?-** <http://www.rucomingout.com/>

- Website with 'coming out' stories

**PFLAG** – Parents, Friends/Family of Lesbians and Gays- <http://www.pflag.co.uk/>

- Resources and general support for the family and friends of lesbians and gays

**Mermaids-** <http://www.mermaidsuk.org.uk/>

- Support for Transgender children, young people their families and those who work with them

### **Activism and celebration:**

**Stonewall-** <http://www.stonewall.org.uk/>

- LGBT+ campaigns organisation. Does specific work aimed at engaging young people in campaigning for LGBTQ+ rights and needs

**Swindon & Wiltshire Pride-** <http://www.swindonwiltshirepride.co.uk/>

- Annual gay, bisexual and transgender festival. Open to all.

## Appendix 12: Glossary

**ALLY** – A person who fights for and supports others in their fight for equality, despite not necessarily being affected themselves e.g. a straight and/or cisgender person who believes in and fights for equality for LGBT people.

**ASEXUAL** – A person of any gender or sexual orientation who does not experience sexual attraction.

**AROMANTIC** – A person of any gender or sexual orientation who does not experience romantic attraction.

**BIPHOBIA** – Discrimination against and/or fear or dislike of bisexual people (including those perceived to be bisexual) or bisexuality. Includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts about bisexual people.

**BISEXUAL** – Refers to a person of any gender who experiences romantic and/or sexual attraction to people of more than one gender.

**CIS / CISGENDER** – A person whose gender aligns with the sex they were assigned at birth. e.g. a person who was assigned female at birth and who identifies as a woman.

**CROSS-DRESSER** – A person who dresses in clothes normally associated with another gender. People crossdress either privately or publically. Many crossdressers do not identify as trans, and many find the term transvestite (sometimes used as an alternative) offensive.

**GAY** – Refers to a man who experiences romantic and/or sexual attraction to other men. Often 'gay' is used by women who are attracted to women too.

**GENDER** – Often expressed in terms of masculinity and femininity, gender is largely culturally determined, based on the sex assigned at birth.

**GENDER BINARY** – The idea that there are only two genders - male and female. This is inaccurate and excludes other gender identities.

**GENDER EXPRESSION** – Refers to how a person outwardly presents their gender. For example, through what they wear, how they speak or how they act.

**GENDER IDENTITY** – A person's deeply held, internal sense of their own gender i.e. how they feel inside about their gender and who they are. They may identify as a man, a

woman, both, neither or in another way. For trans people, their sense of who they are does not match the sex that they were assigned at birth.

**GENDER FLUID** – A person whose gender is not static and changes throughout their life. This could be on a daily / weekly / monthly basis and will be different for everyone.

**GENDER QUEER** – A person whose gender identity is neither male or female, is between or beyond genders, or is a combination of genders.

**HETEROSEXUAL / STRAIGHT** – A person who is attracted to people of a different gender to their own e.g. a man who is attracted to women.

**HETEROSEXISM / HETERONORMATIVITY** – The assumption that everyone is heterosexual, and that heterosexuality is superior. An emphasis on heterosexuality being '*the norm*' and a valued position in society. The media often reinforces heteronormativity through images used or the way characters are portrayed.

**HOMOPHOBIA** – Discrimination against and/or fear or dislike of lesbian and gay people (including those perceived to be gay or lesbian) and homosexuality. This includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts about lesbian and gay people.

**INTERSEX** – A person is assigned intersex, often at birth, when their sex characteristics don't align with medical definitions of '*male*' or '*female*'. The external and internal body as well as chromosomes and hormones can all be factors when assigning someone as intersex.

**LESBIAN** – A woman who experiences romantic and/or sexual attraction to other women.

**LGBT/ LGBTQ/LGBTQIA** – An acronym for lesbian, gay, bisexual, transgender and questioning or queer. There is also sometimes an A for asexual and/or an I for intersex.

**NON-BINARY** – An umbrella term for people whose gender identity does not fit into the gender binary of male or female. A non-binary person might consider themselves to be neither male nor female, both, or sometimes male and sometimes female.

**OUT / COMING OUT** – LGBT people living openly and telling people about their sexual orientation and/or gender identity. This is a process; it is not something that just happens on one occasion. Some people will be out in some places and to some people but not others.

**PANSEXUAL** – A person of any gender who experiences romantic and/or sexual attraction to people regardless of their gender identity.



**PRONOUNS** – Words used to refer to someone when not using their name e.g. he, she, his, hers, they it. They usually suggest a person’s gender. Pronouns are important to everyone for this reason. Some people prefer pronouns that don’t indicate their gender (also known as gender neutral pronouns) e.g. they, them, theirs / xe, xem, xyrs, ze, zir

**QUEER** – In the past a derogatory term for LGBT people, now reclaimed particularly by LGBT people who don’t identify with traditional categories or who challenge stereotypes around gender identity and sexual orientation e.g. through lifestyle, politics or appearance. However, some people still use this word as an insult or to offend.

**QUESTIONING** – A word used to describe people who are unsure or exploring their sexual orientation or gender identity.

**SEX ASSIGNED AT BIRTH** – People are assigned a sex at birth, based on sex characteristics (genitalia). A person may be assigned ‘male’, ‘female’ or ‘intersex’. This does not necessarily reflect how a person will identify or feel about themselves.

**SEXUAL ORIENTATION** – A word to describe who a person is romantically and/or sexually attracted to, commonly based on gender. Sometimes the word ‘sexuality’ is used instead.

**TRANS** – An umbrella term to describe people gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms – including (but not limited to) transgender, transsexual, gender-queer, genderfluid, non-binary, gender variant, cross-dresser, genderless, agender, transman, transwoman, trans masculine, trans feminine and neutrois.

**TRANSITION** – The process or steps a trans person may take to live in the gender with which they identify. Each person’s transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning might involve things such as telling friends and family, dressing differently or changing official documents.

**TRANSPHOBIA** – Discrimination against and/or fear or dislike of trans people (including those perceived to be trans). This includes the perpetuation of negative myths and stereotypes through jokes and/or through personal thoughts.

**TRANSEXUAL** – An older term still preferred by some people who have transitioned to live as a different gender than the sex society assigned them at birth. Many trans people do not identify with this word and prefer the word transgender.

## **Terminology**

Language is ever-changing. We have listed some commonly used terms and recommend you revisit this list regularly to update with new words and, sometimes, new definitions for words already here.

Remember that meanings and significance of words can be different for different people. If you're unsure, it's best to ask people in an appropriate and sensitive manner.

*'Identity is important for young people and knowing the key, most common identities will be integral in young people having trust and faith in you as a leader. Bearing this in mind, there is lots to know and language is constantly developing so don't worry if you have to ask a young person to clarify what they mean. Don't assume the young people will know any of these words as some of them won't'.*

**Rachel Williams, Phoenix Chester LGBT youth group**

Terminology, Quotation and Glossary from 'Setting up an LGBT Youth Club', Stonewall 2017

<b>Report to</b>	Devizes Area Board
<b>Date of Meeting</b>	10/09/2018
<b>Title of Report</b>	Community Area Grant funding

**Purpose of the report:**

To consider the applications for funding listed below

<b>Applicant</b>	<b>Amount requested</b>
<b>Applicant:</b> Devizes Development Partnership <b>Project Title:</b> Enhancement of Devizes CCTV  <a href="#">View full application</a>	£5000.00

**1. Background**

Area Boards have authority to approve Area Grants under powers delegated to them. Under the Scheme of Delegation Area Boards must adhere to the [Area Board Grants Guidance](#)

[The funding criteria and application forms](#) are available on the council's website.

**2. Main Considerations**

2.1. Councillors will need to be satisfied that funding awarded in the 2018/2019 year is made to projects that can realistically proceed within a year of it being awarded.

2.2. Councillors must ensure that the distribution of funding is in accordance with the Scheme of Delegation to Area Boards.

2.3. Councillors will need to be satisfied that the applications meet the Community Area Board grants criteria.

**3. Environmental & Community Implications**

Grant Funding will contribute to the continuance and/or improvement of cultural, social and community activity and wellbeing in the community area, the extent of which will be dependent upon the individual project.

**4. Financial Implications**

Financial provision had been made to cover this expenditure.

**5. Legal Implications**

There are no specific legal implications related to this report.

**6. Human Resources Implications**

There are no specific human resources implications related to this report.

**7. Equality and Inclusion Implications**

Community Area Boards must fully consider the equality impacts of their decisions in order

to meet the Council's Public Sector Equality Duty.

Community Area Grants will give local community and voluntary groups, Town and Parish Council's equal opportunity to receive funding towards community based projects and schemes, where they meet the funding criteria.

### 8. Safeguarding Implications

The Area Board has ensured that the necessary policies and procedures are in place to safeguard children, young people and vulnerable adults.

### 9. Applications for consideration

Application ID	Applicant	Project Proposal	Requested
<a href="#">2996</a>	Devizes Development Partnership	Enhancement of Devizes CCTV	£5000.00
<p><b>Project Description:</b> Replace 10 year old cameras and installation of 2 new cameras</p> <p><b>Input from Community Engagement Manager:</b> This application does meet the criteria for a Community Area Grant.</p> <p><b>Proposal</b> That the Area Board determines the application.</p>			

No unpublished documents have been relied upon in the preparation of this report

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