Session Title:	Right Queer, Right Now
Speaker(s):	Kirsty McLaren
Chair:	James
Reporter:	Raechelle Jackson

Speaker/Institution Bio/Information:	Kirsty McLaren Senior Widening Participating Officer King's College London
Overview/Aim of session:	Recognising LGBTQ+ students as WP target groups and interventions to support them. This session is split into two sections: (1) an overview of what issues are faced by LGBTQ+ students in school and university. (2) an introduction to the Pride Power Programme pilot years, and how universities can develop their own schemes.
Workshop Content	**What are the issues?** Pre-University: Queer students likely to be estranged (22%). More likely to skip school/achieve poor grades/truancy University: Less likely to go. More likely to experience discrimination and harassment. Higher drop out. Less likely to achieve top results Bullying/harrassment. Lack of belonging. Poor mental health 25% of all homeless youths are queer Office for Students are starting to recognise this Queer people more likely to come from low income families - overlapping characteristics LGBT action plan by the Gov **Bullying/Harrassment** 64% LGBT ; bullied for being LGBT 9% trans students received death threats 59% of schools didn't condemn transphobic bullying 25% queerphobic harassment for staff and/or students **Lack of Belonging**

	47% of non binary students dropping out (12% average) Wellbeing/Mental health 45% of LGBTQ youth considered attempting suicide (drops when living in a supportive community) 60% of LGBTQ+ with poor mental health didn't get the support they asked for
Case Studies/Examples:	**Pride Power Program** Community of students to help through their journey Helping build confidence and boundary-setting "The horrors persist but so do I" 92% not "out" to anyone 53% of these came from queerphobic households 2 day programme including role models, designing a society, reflections, journey mapping, queery in my career **How did it help?** - For LGBT students to create a community of events - Who are we inviting? What sessions? What campaigns? **Community Organising techniques** **Queer in my career** - Queer alumni to talk about their career journeys - Carousel using the design and physical space **Tips** - Safe space - What issues are they having? - Be your authentic self - Represent the students via role models (e.g religion, identity) - Availability for online resources for those that can't take home physical resources
Scenarios/Roundtable discussions:	**Empathy Task: Privilege for Sale** You have £100 to spend on a privilege per person - what is most important to you? What have you had to sacrifice? What were you struck by? Attendees said some things feel like little things but actually they are on a wider spectrum of things that "should be" normalised They also discussed contextual privilege - holding hands

	in public has a spectrum where someone might be stared at whilst others might be attacked for doing so
Questions and Answers:	**Q by Kirsty: How do you divide your residential flats for students visiting on residentials etc?** Encouraged a discussion around queer children and gender identity; how are the students visiting being protected by these allocations? Can you work with teachers to allocate more comfortably?
SummaryKey takeaways:	Recognising and understanding privilege amongst communities Understanding how discrimination and harassment against LGBT+ communities can lead to students being less likely to attend, a feeling of lack of belonging and poor mental health Community organising techniques and societies can help these individuals to feel a stronger sense of belonging with positive outcomes Role models that reflect these communities can help to make individuals feel empowered and an even further sense of belonging