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School Violence Against LGBT-Q: A Review Study

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Abstract

School violence refers to any form of violence or aggression that occurs within or around a school setting. It can take many different forms, including physical violence, verbal abuse, bullying, harassment, and sexual assault. Research has shown that LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, And Queer/Questioning) students are at higher risk of experiencing bullying, harassment, and violence in school compared to their heterosexual and cisgender peers. The violence can take many forms, including physical violence, verbal abuse, cyberbullying, and exclusion or isolation from peer groups. School violence against LGBTQ+ students is a serious problem that can lead to feelings of fear, anxiety, depression, and a sense of being unsafe at school. It can also result in lower academic performance, absenteeism, and dropping out of school. To address school violence against all students including LGBTQ+ students, it is important to create a safe and inclusive school environment that respects and values the diversity of all students where feel accepted and valued for who they are, regardless of their sexual orientation or gender identity. It is also important to promote a culture of respect and inclusion, provide opportunities for dialogue and education on LGBTQ+ issues, celebrate the diversity of all students, implement policies that prohibit bullying and harassment based on sexual orientation and gender identity, and provide training to teachers, staff, and students on how to prevent and respond to such incidents. Providing access to mental health services and counseling can also be helpful for students who are struggling with the emotional impact of school violence.

Keywords: School Violence, LGBT-Q, Review, School Violence Against LGBT-Q.

INTRODUCTION

This article reviews the literature on the subject of school violence against LGBT-Q individuals to pinpoint the common themes regarding the prevalence, reasons, and results of the violent incident and recommended solutions to the problem. The study aims to draw attention to the severity of the problem and raise awareness of LGBT-Q issues, especially in Türkiye as well as all around the

world. It begins with the definition of school violence in general. Secondly, it presents the findings of several studies on the prevalence of school violence against LGBT-Q individuals in the world and Türkiye. The following sections discuss the factors that contribute to the problem and its effects. It finishes with some recommendations to address the problem based on the findings of studies analyzed for the current study.

Definition of School Violence

Defining school violence can be challenging due to the complex nature of the issue and the wide range of behaviors that can be considered violent. School violence can take many forms, including physical violence, verbal or emotional violence, sexual violence, bullying, and more. The difficulty in defining school violence lies in determining which specific behaviors or actions should be included in the definition, as well as the extent to which different forms of violence vary in severity and impact. Therefore, while defining the phenomena, it is important to provide a conceptual framework that includes three key components: (1) the type of behavior involved, (2) the intentionality of the behavior, and (3) the context in which the behavior occurs. A clear and comprehensive framework and definition may help accurately identify and respond to instances of violence and to develop effective prevention strategies. There are several definitions in the literature and some of them are given below.

School violence is; any behavior that causes physical or psychological harm to a member of the school community, occurs on school grounds, or is related to school activities (Martinez & Burchinal, 2018), any intentional act that causes physical or psychological harm to an individual in a school setting (Kimmel, 2019), any behavior that is intended to harm another person physically or psychologically and occurs within a school setting (Henry & Bierman, 2020), any act of aggression, harassment, intimidation, or physical or psychological abuse that occurs within a school setting (Garaigordobil & Maganto, 2016), a multidimensional phenomenon that involves a range of behaviors, from verbal aggression to physical violence, and that it is shaped by individual, social, and environmental factors (Cornell & Mayer, 2014), any behavior that involves the use of force or power in a school setting, including physical aggression, verbal aggression, and social exclusion (Kasturirangan et al., 2001), is a complex and multifaceted phenomenon that includes a range of behaviors, from bullying and harassment to physical violence and weapons possession (Astor et al., 2002), bullying is a form of interpersonal violence that involves a power imbalance and repeated aggressive behavior (Due et al., 2014).

Overall, based on the given definitions, school violence can be defined as a multidimensional phenomenon that can include a range of behaviors, from verbal aggression to physical violence, and that it is shaped by individual, social, and environmental factors. It should be noted that school violence is any intentional act that causes intentional physical or psychological harm to an individual in a school setting and that it includes behaviors such as aggression, harassment, intimidation, and abuse. To address the problem, it has utmost importance to recognize the complexity of the phenomena of school violence and take a holistic approach.

The Prevalence of School Violence Against LGBT-Q Individuals in The World

School violence against LGBT-Q (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning) individuals is a serious problem that affects the well-being and safety of these students. LGBT-Q students are often subjected to bullying, harassment, and violence because of their sexual orientation or gender identity. In other words, according to the findings of several studies, these individuals are more likely to be bullied, harassed, and physically assaulted than their non-LGBT-Q peers and face a higher risk of being victimized than their heterosexual and cisgender peers.

The findings of several studies highlight the high prevalence of gender-based violence at schools. According to the report by (the Gay, Lesbian, and Straight Education Network [GLSEN], 2019), more than 85% of LGBT-Q students reported experiencing verbal harassment, while 58% reported experiencing physical harassment and 28% experienced physical assault, and nearly two-thirds reported feeling unsafe at school because of their sexual orientation or gender identity. These individuals are believed to be at higher risk for suicide due to the cumulative effects of stigma, discrimination, and victimization (Hatchel et al., 2018). Rivers et al. (2012) found that LGBT youth face significantly higher rates of victimization compared to their heterosexual peers. Specifically, 45% of LGBT youth reported experiencing bullying in the past year, compared to 25% of heterosexual youth. LGBT youth were also more likely to report experiencing verbal abuse, physical assault, and cyberbullying. Similarly, according to Kosciw et al., (2010) LGBT students in rural and small-town schools experience high levels of harassment and victimization. Specifically, 85% of LGBT students reported experiencing verbal harassment, 40% reported physical harassment, and 19% reported being physically assaulted because of their sexual orientation or gender identity. Furthermore, 64% of LGBT students reported feeling unsafe at school because of their sexual orientation, and 44% felt unsafe because of their gender expression (Kosciw et al., 2010). Saunders (2020) found 59% of LGBTQ students reported experiencing verbal harassment in school, while 27% reported experiencing physical harassment or assault (Saunders, 2020).

Even the likelihood of being a gender-based violence may be higher for individuals who identify themselves as transgender or gender nonconforming. Davidson et al. (2018) found particularly those who identified as transgender or gender nonconforming compared to their non-transgender LGBQ peers and those identified as female or feminine were more likely to experience victimization compared to LGBTQ students who identified as male or masculine (Davidson et al., 2018; Crothers et al., 2016). Some studies found that transgender students reported higher levels of verbal harassment, physical harassment, sexual violence, harassment, hate crimes, and physical assault compared to the general population (Crothers et al., 2016; Grant et al., 2012) and they were more likely to experience school violence from school staff members (Crothers et al., 2016).

Violence and bullying can take physical, psychological, or sexual forms. Several researchers highlight the high levels of victimization experienced by LGBTQ youth, including physical assault, verbal harassment, sexual assault, cyberbullying, and bullying compared to their heterosexual

peers. (Blumenstock et al., 2019; Lee et al., 2018; Mustanski et al., 2010; Poteat et al., 2018; Kosciw & Diaz, 2018; Mustanski et al., 2010; Wong et al., 2017). Similarly, according to Swearer, Turner, & Givens (2008) verbal bullying related to sexual orientation, such as name-calling or gay-baiting, was the most common form of bullying experienced by both heterosexual and homosexual males Swearer, Turner, & Givens (2008).

In some cases, victims become perpetrators. Wong et al., (2017) found that LGBT students who experienced various forms of school violence were more likely to engage in violent behavior and carry weapons to school (Wong et al., 2017). This could be because these individuals perceived schools as less safe than their heterosexual peers and were less likely to report such incidents to school authorities (Kosciw & Diaz, 2018). Also, facing greater levels of victimization, discrimination, due to a range of factors, including societal stigma, discrimination, and prejudice against LGBTQ people (Mustanski et al., 2010) may lead to mental health issues and feeling helplessness and compared to their heterosexual counterparts (Saewyc et al., (2014).

Overall, the rates of school violence based on one's sexual orientation could be slightly higher than their peers. In other words, these individuals are more likely to be bullied, harassed, and physically assaulted not only by their peers but also by adults at schools than their non-LGBT-Q peers, which might lead them to feel unwelcomed, unsafe, unsupported, isolated at school and to develop mental issues, become perpetrators themselves.

The Prevalence of School Violence Against LGBT-Q Individuals in Türkiye

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There are limited academic studies on school violence against LGBTQ individuals in Türkiye, which might be due to the sensitive nature of the issue such as cultural, and religious perspectives. These studies provide insights into the experiences of LGBTQ individuals in Türkiye and their experiences with violence and discrimination. The findings of these studies are aligned with the findings of those studies conducted all over the world.

Studies conducted in Türkiye show that homophobic bullying is also pervasive and LGBTQ students in Türkiye experience high levels of victimization, and discrimination in schools in Turkish schools (Erdem & Tok, 2015; Gumus & Koc, 2015; Demirtas-Zorbaz et al., 2017; Kuyucu & Dane, 2016). Bullying often takes various forms, including verbal abuse, physical assault, discrimination, emotional abuse and exclusion, and online harassment with the most common form of violence being verbal abuse (Bilgin & Yesil, 2018; Gumus & Koc 2015; Demirtas-Zorbaz et al., 2017; Ozturk & Sanver, 2016; Göçmen & Yılmaz, 2017; Ünal, 2018; Kaos GL Association, 2015; Kayış et al., 2015; Loutfy & Zara, 2015; Şimşek et al., 2018). In addition to other forms of violence, according to Kuyucu & Warrington (2017), LGBT-Q students in Türkiye are also at high risk for sexual harassment and violence (Kuyucu & Warrington, 2017). Sakızlı & İpek (2014) found that over 70% of participating high school students had witnessed verbal or physical homophobic bullying in school (Sakızlı & İpek, 2014). Also, LGB students often experience these negative behaviors from both their peers and their teachers (Kayış et al., 2015). These students refrain from

reporting these incidents due to fear of rejection and stigma (Erdem & Tok, 2015). The findings of these studies show that these students feel unsafe, isolated unsupported in school by their peers and educators, and that they often have to hide their sexuality or gender identity to avoid harassment and discrimination (Akpınar & Baskan, 2011; Gumus & Koc, 2015; Kuyucu & Dane, 2016; Duyan & Güngör (2017).

School violence against LGBT-Q students has serious outcomes including mental health, well-being, and academic performance on a personal level compared to their heterosexual peers. As a result of the bullying LGB youth reported higher levels of anxiety, depression, low self-esteem, and lower social support compared to those who did not experience bullying (Albayrak & Aslan, 2016; Yücedağ, Öztürk, & Acun, 2021; Ünal, 2018). Several researchers who point out the negative impact of the issue on the victims' mental health and academic performance highlight the need for comprehensive policies, programs, and interventions to raise awareness and address the needs of LGBT students in Türkiye, and to promote an inclusive and safe learning environment for all students (Erdem & Tok, 2015; Erdem & Tok (2015; Kuyper & Vanwesenbeeck, 2015).

The findings of studies show that LGBTQ students in Türkiye face significant barriers to accessing education, including discrimination and harassment from peers and teachers, lack of support from school staff, and exclusion from school activities and events (Kıraç & Koçak, 2017). The school is the mirror of the societies. As stated in several studies, the school violence against LGBT-Q students is rooted in larger issues of homophobia and transphobia within Turkish society, as well as in the lack of legal protections for LGBT individuals such as effective anti-discrimination policies and programs to address the unique needs and challenges (Kuyucu & Warrington, 2017). Also, broader societal efforts to address the underlying homophobia and transphobia that contribute to the bullying and discrimination faced by LGBTI individuals in Türkiye should be addressed effectively (Kuyucu & Dane, 2016). Similarly, as identified by Bilgin & Yesil (2018) several factors including a lack of legal protections, social stigma and discrimination, and an overall climate of homophobia and transphobia, etc. may contribute to violence against LGBTQ individuals in Türkiye. In short, LGBT individuals in Türkiye experience significant levels of discrimination in areas such as education, employment, and health care, and hence greater legal protections and resources, interventions to address their unique needs and challenges that promote equality for LGBT individuals in Türkiye are needed (Bilgin & Yesil, 2018; Göçmen & Yılmaz, 2017).

Several researchers recommend the implementation of comprehensive and evidence-based interventions for a safer and more inclusive school environment for LGBT students in Türkiye, including the development and enforcement of anti-bullying policies and providing education and training for school personnel, and engaging families and communities in making school safe havens for all (Çiftçi & Ünal, 2017; Duyan & Güngör, 2017; Loutfy & Zara, 2015; Şimşek et al., 2018; Yücedağ, Kayış, et al., 2015; Öztürk, & Acun, 2021; Ünal, 2018). According to Sert & Çiftçi (2018), many school principals lack awareness and understanding of the issue, and there was a need for greater education and training on how to address homophobic bullying in schools and

recommended increased awareness-raising activities, better support for LGBTQ+ students, and more effective implementation of existing policies and regulations (Sert & Çiftçi, 2018). In addition to comprehensive policies and interventions that prioritize the safety and well-being of LGBT students in school settings, some remediation strategies such as increasing awareness of the negative effects of homophobic bullying, encouraging educators to take a more active role in preventing and addressing such behaviors, the implementation of anti-bullying policies, teacher training, and student-led initiatives can be put into action (Kıraç & Koçak, 2017; Sakızlı & İpek, 2014).

Some researchers claim that violence against LGBT-Q individuals is including not just limited to schools. Hate speech against the LGBT-Q community is a widespread, serious problem that requires effective interventions and policies to address on Turkish social media and calls for the development of strategies to combat hate speech and promote tolerance in Türkiye (İnal & Çelik, 2019). Likewise, the negative portrayal of LGBT-Q youth in media and the negative impact of homophobic hate speech on the mental health and well-being of LGBTI youth in Türkiye require comprehensive policies and interventions to address discrimination and promote acceptance and inclusivity for LGBTI individuals (Avcı & Bilgin, 2019). Moreover, Kaos GL Association, (2015) emphasize the urgent need for legal and policy reforms to address violence against LGBT individuals in Türkiye and promote their social and legal equality (Kaos GL Association, 2015). It is argued that due to religious beliefs and values might have an impact on the attitudes and behaviors of students and educators toward LGBTQ individuals (Akpınar & Baskan, 2011), LGBT individuals in Türkiye face high levels of violence including physical assault, verbal harassment, discrimination, and harassment, both in public and private settings and thus there is a need for comprehensive, supportive policies, interventions and practices, and education programs to raise awareness and promote acceptance of LGBT individuals in Turkish society (Akpınar & Baskan, 2011; Yılmaz & Tezer, 2021).

In short, to promote LGBT-Q students' well-being and academic success, it is necessary to create safer, more inclusive, and supportive school environments for them in Türkiye (Duyan & Güngör, 2017). Öztürk & Acun (2018) state that while there is a general awareness of the need for LGBTQ-inclusive education, there is a lack of institutional support and resources to implement such education effectively, which requires the Turkish Ministry of Education to develop guidelines for LGBT-inclusive curriculum and to provide training and support for teachers to implement these guidelines effectively (Öztürk & Acun, 2018). To prevent and respond to this issue, education and awareness-raising campaigns, the establishment of safe spaces in schools, the development of policies and procedures for reporting and addressing incidents of bullying and harassment, and evidence-based strategies that address the root causes of discrimination are needed to promote inclusive and supportive school environments in Türkiye (United Nations Development Programme, 2019).

Factors That May Contribute to School Violence Against LGBT-Q

Violence is a complex, complex problem, and prevention of it can only be reached by tackling the root causes at the individual, relationship, family, community, society, and institutional levels. Generally speaking, violence against LGBT-Q students may root of discrimination, prejudice and intolerance, social and cultural norms, lack of legal protections, lack of understanding and education, intersectionality, etc. In short, the root causes of school violence against LGBT-Q students involve homophobia, transphobia, and other forms of discrimination, as well as a lack of support and resources for LGBT-Q students (Hamilton et al., 2020; Saunders, 2020; Kosciw et al., 2017).

Most personal-level factors are associated with having attitudes toward homosexuality which roots in a lack of education and awareness (Herek, 2000). Experiencing victimization themselves, having attitudes and beliefs that support violence, and having low levels of social support and connectedness to school may also lead to violence (Espelage & Swearer, 2003). This paper mostly focuses on school-level factors such as school climate, policies, practices, etc. that may contribute to school violence against LGBT-Q individuals positively or negatively.

School climate is associated with the prevalence of school violence. According to the findings of several studies, negative school climates characterized by discrimination, victimization, and lack of support from school personnel are mostly associated with higher levels of victimization, lower levels of academic achievement, higher rates of absenteeism and dropout among LGBTQ students (Greytak et al., 2013; Kosciw et al., 2011, 2013; McGuire et al., 2010; Toomey et al., 2016). While, a positive school climate, characterized by inclusive policies, programs, and practices, acceptance, support, and inclusivity mostly associated with lower levels of bullying and victimization, higher levels of psychological well-being and resilience, and lower levels of depression and anxiety (Flowers et al., 2017; Kosciw & Greytak, 2016; Kosciw et al., 2011, 2013; Poteat et al., 2015). Likewise, school-level factors such as positive school climate, inclusive and supportive environments, supportive teachers, parent engagement, inclusive policies, and practices and curricula that promote acceptance and understanding of diverse sexual identities are important for their well-being, including lower levels of victimization, higher levels of psychological well-being, higher self-esteem, less depression, lower levels of substance abuse, higher school connectedness (Espelage & Swearer, 2003; Poteat et al., 2015, 2016; Saewyc et al., 2014).

In addition to school climate, the attitudes of school principals, and teachers, lack of their support, lack of supportive policies and programs in preventing and responding to school violence, etc., and school location might also contribute to the higher rates of violence towards LGBT students threatening their safety and inclusion in schools. It is argued that due to having a deep mistrust of law enforcement and thinking that school authorities have little concern for their safety, LGBT-Q students might refrain from reporting incidents of violence or harassment for fear of retribution or further marginalization (Poteat et al., 2018; Saunders, 2020). Likewise, educators and school administrators have important roles in creating safe and supportive school environments for all

students (Rieger & Bloom, 2015), therefore, teacher training and ongoing professional development may increase their knowledge and awareness about LGBT issues and ensure that teachers have the knowledge and skills needed to support all students, regardless of their sexual orientation or gender identity (Maccio & Fontanini, 2016). Also, supportive policies and programs in preventing and responding to school violence LGBT may help create safe and supportive school environments, reduce the risk of bullying and victimization, and promote acceptance and positive attitudes toward LGBTQ youth among students (Swearer et al., 2016; Rieger & Bloom, 2015). As for the school location, LGBTQ students in rural and small-town schools might face significant challenges, including higher levels of harassment, lower levels of school safety, less access to supportive resources, and feeling isolated, unsupported, and disconnected from their school communities compared to their peers in urban schools (Kosciw et al., 2010).

Overall, there are several personal and school-related factors, such as school climate, societal stigma and discrimination, and lack of social support that may contribute to school violence against LGBT-Q. Identifying and determining these factors are vital for the development of effective prevention and intervention strategies to create safe and supportive school environments for all students. Schools should be inclusive and welcoming environments for LGBTQ students to promote their overall well-being and academic success (Toomey et al., 2016). Therefore, some strategies, including adopting more inclusive policies, practices, and curricula that promote acceptance and understanding of diverse sexual identities, and ongoing training of the school personnel that supports a safe and supportive school environment for all students can promote acceptance and understanding of diverse sexual identities as well as their well-being and mental health (GLSEN, 2017; Poteat et al., 2015). In short, it is important to address the unique needs and concerns of LGBTQ students to ensure their safety and well-being in schools to mitigate the short-term and long-term negative outcomes (Poteat et al., 2018).

The Effects of The School Violence Against LGBT-Q

School violence threatens the safety and well-being of students, teachers, and staff and thus may have serious consequences on a personal level. The problem can negatively affect students' academic performance and mental health, as well as their relationships with their peers and teachers.

The findings of several studies show that victimization experienced by LGBTQ students had a negative impact on their mental health. It is argued that facing violence can lead to psychological, and mental problems, including depression, anxiety, PTSD, substance abuse, suicidal ideation, suicide attempts, and self-harm among LGBTQ students compared to their heterosexual peers (Grant et al., 2012; Greytak et al., 2017; Herek, 2000; Lee et al., 2018; Rivers et al., 2012; Davidson et al., 2018; Moyano, et al., 2019; Russell & Ryan, 2010; Russell & McGuire, 2010; Swearer, Turner, & Givens, 2008; Okonofua & Eberhardt, 2015; Toomey et al., 2013; Hatchel et al., 2021; Hamilton et al., 2020; Espelage & Holt, 2012; Cahn et al., 2021; Garbers et al., 2017; Espelage & Swearer, 2011; Kindle, 2006) and the negative effects of bullying were more severe for students

who reported experiencing multiple forms of victimization, such as verbal, physical, and cyberbullying (Russell & McGuire, 2018).

In addition to mental health issues, perceived discrimination is a significant predictor of lower academic achievement among LGBT-Q students (Kosciw et al., 2017) and the problem negatively affects their academic achievement (Moyano, et al., 2019). Greytak et al. (2013) found that LGBTQ students who reported higher levels of victimization had higher rates of absenteeism, lower GPAs, decreased educational opportunities and outcomes, lower academic achievement, school engagement, and lower aspirations for continuing their education (Greytak et al., 2013; Okonofua & Eberhardt, 2015; Toomey et al., 2017; Kindle, 2006). According to the report of GLSEN (2017) experiencing bullying, harassment, and violence in schools can have negative effects, on academic performance, and overall well-being (GLSEN, 2017). As for the long-term effects of such incidents, Connolly, Ryan-Flood, & Carr (2016) found that such experiences can have a lasting impact on individuals' education and employment outcomes including higher rates of unemployment, and lower earnings (Connolly, Ryan-Flood, & Carr, 2016).

Overall, school victimization of LGBT students is a significant public health issue that requires attention and intervention (McGuire et al., 2017), and addressing it is crucial for promoting the health and well-being of these individuals (Russell & McGuire, 2010). Comprehensive policies and interventions including greater education and awareness to promote inclusion and acceptance of sexual minorities to address and prevent school violence against LGBTQ students might mitigate the negative impact of prejudice and discrimination on the well-being and mental health of these individuals, the ongoing problem of homophobia, heterosexism, and sexual prejudice among the heterosexual population (Herek, 2000). (Grant et al., 2012; Lee et al., 2018). Also, having supportive social networks, such as supportive friends or family members as well as some effective strategies, including creating safe spaces, providing education and training for school personnel, and engaging families and communities may lessen the negative effects of victimization (Rivers et al., 2012; Russell & Fish, 2017).

Creating a safe, inclusive, and accepting school with a positive school climate that addresses discrimination and harassment, training for school personnel, and the inclusion of LGBTQ-inclusive curriculum and resources can lead to better outcomes for these students (Gilmore & Behrman, 2018). Having supportive teachers is associated with lower levels of victimization, higher levels of self-esteem, and school satisfaction, so teachers are believed to be important agents in preventing LGBT suicide, particularly by creating safe and supportive school environments (Greytak et al., 2013). Therefore, school administrators, teachers, and school counselors need to work to create a safe and inclusive school environment for all students, establish alliances with LGBTQ organizations, develop cultural competencies, and participate in professional development to effectively address the needs of LGBTQ youth in schools (Connolly, Ryan-Flood, & Carr, 2016; Kindle, 2006; Toomey et al., 2017). Several risk factors for school violence against LGBTQ youth, including mental health issues, substance use, low self-control, risk behaviors, lack of support and resources for LGBT-Q youth, negative attitudes towards LGBT-Q people, and a lack of education

and understanding about LGBT-Q issues should be addressed while promoting inclusion and providing protection against discrimination (Russell & Fish, 2017). In addition, researchers need to study the issue to better understand the unique experiences of sexual and gender minority students, document the extent of the problem, and advocate for policies and programs that address it and the specific forms of violence they face in school settings (Grant et al., 2012; McGuire et al., 2017; Kosciw et al., 2013; Toomey et al., 2016; Russell & Fish, 2017; Espelage & Holt, 2012).

In short, the findings of these studies show that school violence against LGBT-Q individuals can have a significant and lasting impact on their education, employment, mental health, and overall well-being. With its complex and multifaceted nature, there is a need for interventions that address root causes, not just symptoms, and thus schools and educators should take steps to create a safe and inclusive environment by providing support, intervention, and policy and advocacy efforts for all students, regardless of their sexual orientation or gender identity.

Recommendations

Overall, many studies draw attention to the serious impact of school violence on the LGBT-Q community and the need for effective interventions and support for LGBT-Q youth, training, and support for school personnel, for schools to take action to create safe and inclusive environments for all students American Psychological Association, 2012.

To address the issue effectively, schools and educators should be aware of the prevalence and impact of homophobic bullying, and take steps to prevent it (Swearer, Turner, & Givens, 2008). Given the consequences of homophobic bullying, such as lower academic achievement, poor mental health, and increased risk for suicide for individuals, it is important to identify school-related factors, including a lack of policies and intolerance among school staff, lack of support and understanding from school personnel as well as risk and protective factors that contribute to violence among LGBTQI students, including societal stigma and discrimination, lack of support from family and peers, family-based, addressing gender nonconformity stigma and school-based interventions and negative school climates (Blumenstock et al., 2019; Hatchel et al., 2021; (Lee et al., 2018; Moyano, et al., 2019; Newcomb et al., 2017; Russell & McGuire, 2010; Toomey et al., 2013).

Schools need to take a proactive approach to address school violence, creating safer and more inclusive school environments, promoting diversity and reducing prejudice, increasing knowledge, and reducing negative attitudes toward LGBT individuals among young people (Wang et al., 2018). They need to have LGBTQ-inclusive curricula and resources to challenge heteronormative assumptions and biases implicit in traditional educational practices, to have evidence-based policies, interventions, and practices that promote a safe and inclusive school climate, prohibit discrimination and implement enforce them, to provide education and training for teachers and staff on LGBTQ issues, and establish support and advocacy networks for LGBTQ students (Bagley

& Tremblay, 2019; Hamilton et al., 2020; GLSEN, 2019; Kosciw & Palmer, 2018; Kuby et al., 2017; Kosciw & Diaz, 2013; 2018; Lin et al., 2020; Toomey et al., 2018).

Many organizations provide resources to address the issue effectively. Anti-Defamation League (2003) provides resources for both students and educators, including training, education materials, and support for hate crime victims (Anti-Defamation League, 2003). Human Rights Campaign Foundation, (2018; 2021) provides references for educators, administrators, and policymakers, and offers examples of successful initiatives and programs that have been implemented in schools and communities across the United States to support LGBTQ students as well as practical recommendations for policymakers, school administrators, teachers, and community members (Human Rights Campaign Foundation, 2018;2021).

CONCLUSION

Overall, these studies show that LGBT-Q students experience high levels of bullying, discrimination, and violence in school, which can have many short- and long-term negative impacts on them, and preventing it is essential for promoting the mental health and well-being of these youth, reducing the risk of suicide, and creating safe and supportive school environments. These studies suggest that addressing school violence against the LGBT-Q community requires a comprehensive approach that involves education, support, and accountability. Creating a culture of acceptance and respect, safe and supportive school environments for LGBT-Q students requires a comprehensive approach that includes policies, programs, and practices that address bullying, harassment, and discrimination. They also emphasize the importance of providing education and training for teachers and other school personnel, engaging families, and communities, implementing comprehensive anti-bullying policies, and promoting resilience among LGBT-Q youth to address school violence against the LGBT-Q community. to promote understanding and acceptance of LGBT-Q youth. Further research on school violence against LGBT-Q individuals is essential to raise awareness of the problem, understand its scope and nature, and develop effective interventions, policies, and programs to support them.

Declarations

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