

Celebrating Diversity

*Inclusive schools for sexual orientation
and gender identity*

**School toolkit, self-evaluation and
action plan
2018**



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Section One: Introduction

Why this matters

One of the most important duties in a school is to provide a safe, inclusive and tolerant learning environment for all pupils. However, perhaps because of uncertainty and anxiety, many schools find it particularly challenging to engage with lesbian, gay, bisexual and transgender issues.

This matters at **primary school** level. Of course this is *not about inappropriate discussion of sexual activity* but about nurturing tolerance and understanding of difference and diversity. There are different families in every school. A significant proportion of children will grow up, in due course, to realise they themselves are gay or lesbian. It is often during the primary school years, including KS1, that children are conscious of their assigned gender identity not sitting easily with their own feelings. All pupils will work as adults with people who are different from them. The atmosphere and ethos of their primary school can support or handicap them on that journey.

At **secondary level**, students' own sexual orientation and gender identity will be emerging more clearly. It is vital that all young people feel included, affirmed and supported. Policies, staff awareness, pastoral care and curriculum provision are all key elements in ensuring school is a place of acceptance and nurture, not of secrecy and fear. It is important to recognise that students do not have to be LGBT to experience HBT (homophobic, bi-phobic or transphobic) bullying.

Of course, this is equally true for all learning communities, including those with a faith foundation. The Church of England underlined the duty on **church schools** to challenge homophobia in a report from the Archbishops' Council, 'Valuing All God's Children' (2014).

As well as the **moral imperatives**, this work is right in line with schools' obligations to promote **fundamental British values** of tolerance, respect and equality. It is a key aspect of safeguarding pupils. Advice from **Ofsted** and legal duties under the **Equality Act** underline the centrality of this issue for all schools: primary and secondary; maintained and academy; church and community. Ofsted's 2012 report, 'No Place for Bullying' highlighted the difference between pupils' experiences and staff perceptions. Even though this document is now a few years old, its comments remain relevant and important. 'Pupils could give a range of examples of disparaging language that they heard in school.... Homophobic language was frequently mentioned. In contrast, staff often said that they did not hear any of this type of language in a typical week. Few schools had a clear stance on the use of language or the boundaries between banter and behaviour that makes people feel threatened or hurt.'

But from a positive point of view, facing these issues and experiences positively helps to nurture a caring and achieving community. As the same report said, staff training was at the heart of this. 'Where staff had received training, the majority felt that this had been very effective in helping them to tackle issues around bullying. However, around a third of staff surveyed thought that they still needed more help to feel really confident. Staff felt least confident in terms of tackling prejudice-based language.'

The facts

Teachers at primary and secondary schools know something is wrong and they need support. Stonewall has researched teachers about LGBT issues:

At secondary level:

- 9/10 (89 per cent) say children and young people regardless of their sexual orientation experience homophobic bullying.
- 3/10 (29 per cent) don't know if they're allowed to teach about lesbian, gay and bisexual issues
- 8/10 (80 per cent) have not had any specific training on how to tackle it.



In primary schools:

- Almost half (45 per cent) say children in their schools experience homophobic bullying
- 7/10 (70 per cent) hear homophobic language in school
- Most (86 per cent) have had no specific training to prevent and tackle homophobic bullying

Source: The Teachers' Report, 2014, Stonewall

The **Metro Youth Chances report** also asked about Transgender experience.

Research was based on 7000 students, mostly LGBT:

- Most (83 per cent) trans young people say they've experienced name-calling and 35 per cent physical abuse
- Most LGBT students said they have never learned about bisexuality (89 per cent) or transgender issues (94 per cent)
- 2/5 (40 per cent) of trans young people say they first thought they were trans aged 11 or under.
- 1/4 (25 per cent) lesbian, gay and bisexual young people say they first thought they were LGBT aged 11 or under



Source: Youth Chances report 2014

Research has shown some of the impact of prejudice and bullying.

- 45% LGBT pupils (including 64% trans pupils) are being bullied for being LGBT at school
- 29% of those bullied say that teachers intervened when they were present
- 45% of those bullied never tell anyone about it
- 84% trans pupils have self-harmed and 44% say their schools do not know what 'trans' means
- Just 40% of LGBT young people have someone they can talk to about this at home



Source: The School Report, 2017, Stonewall

It is therefore right, timely and critical that we move on to challenge homophobic and transphobic attitudes and language to ensure school is a place of safety, security and enjoyment for all our pupils. **This is about far more than challenging prejudice. It is about nurturing the vulnerable self-respect, dignity and confidence of all our pupils so they can fulfil their full potential free of fear and prejudice.**

A health check and audit offers the opportunity to focus on your present situation, reflect on areas to develop and build a strategic plan for the future. Staff awareness training helps to ensure that the whole school community shares a commitment and confidence to make the change. For further details within Kirklees contact Ian Ross through enquiries.learningservices@kirklees.gov.uk or elsewhere enquiries@penninelearning.com.

What is HBT bullying and language?

Source: A toolkit for preventing and tackling HBT bullying, Stonewall, 2016.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. It may be targeted at students who are, or who are perceived to be, lesbian, gay or bisexual. It can also suggest that someone or something is less worthy because they are lesbian, gay or bisexual. Homophobic bullying is also often targeted at students who have lesbian, gay or bi family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way. For example:

- a boy repeatedly being called 'gay' for holding hands with another boy
- a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other students because she has short hair
- a boy who is picked on for being gay at break-times because he doesn't want to play football – 'He must be gay if he doesn't like football'
- a girl who reports that since she came out as a lesbian, other girls in her class keep moving away from her and giggling every time they're in the changing rooms

Homophobic language could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms. For example:

- 'that's go gay' or 'you're so gay'; 'those trainers are so gay'
- someone calling another student a 'dyke' or 'faggot'

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase. For example:

- a bisexual student receiving ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and girls
- a bisexual student repeatedly being asked probing or intimidating questions such as 'can't you make your mind up – do you fancy boys or girls?' or 'why can't you be normal and just pick boys or girls?'

Biphobic language could be shouting 'bi-bi' or referring to a bisexual person as 'greedy'

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. It affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes. For example:

- students pestering a trans young person with questions about their gender such as 'are you a real boy?' or 'are you a boy, or are you a girl?' or asking invasive questions like 'do you wear knickers or boxers?' or 'what body parts do you have?'

- a girl being teased and called names referring to her as a boy or trans because she wears trousers or 'boys' clothes' – a boy who tells his friends that his dad is now his mum suffers other students laughing and repeatedly telling him 'that can't happen – your dad's a freak'

Transphobic language might include referring to a someone as a 'tranny' or a comment such as, 'that long hair makes you look like a right gender bender!'

Section Two: Documentation

The Equality Act, 2010

The Act defined nine protected characteristics. The last two do not apply in schools.

- *sex*
- *race*
- *disability*
- *religion or belief*
- *sexual orientation*
- *gender reassignment*
- *Pregnancy or maternity*
- *age*
- *marriage and civil partnership*

The Acts says that all public bodies (including schools) must **have due regard** to the need to:

- **Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity** *between people who share a protected characteristic and people who do not share it*
- **Foster good relations** *between people who share a protected characteristic and people who do not share it*

Schools must prepare and publish specific equality objectives. Examples might include: increasing participation on school activities by black pupils; narrowing the gap in performance for disabled pupils; tackling homophobic language. By implication, schools should be careful to consider all protected characteristics, though specific objectives may be focused. They may also arise from local priorities.

Ofsted Handbook: Evaluation Schedule for section 5 inspections

Schools graded 'good' will be given short Section 8 inspections, though the criteria remain common. The relevant references are included here. A number of the grade descriptors also included references to bullying.

Records of homophobic bullying

Inspectors will request that the following information is available at the start of the inspection:

- records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents (para 38).

Talking to pupils

Inspectors must take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. During informal conversations with pupils, inspectors must ask them about their experiences of learning and behaviour in the school, including the prevention of bullying and how the school deals with discrimination and prejudiced behaviour, if they happen (para 79).

Judgement on Effectiveness of Leadership and Management

In reaching this judgement, inspectors will consider:

- how leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community (para 137).

Judgement on Quality of Teaching, Learning and Assessment

Inspectors will judge the extent to which:

- equality of opportunity and recognition of diversity are promoted through teaching and learning

Exploring the school's actions to prevent homophobic and transphobic bullying

Ofsted, September 2013, Doc ref. 120181

This outlined questions inspectors might use, making sure these were age-appropriate and asked in the right context. Although this document is now a few years old the questions are useful for self-evaluation.



1. With primary pupils inspectors might explore whether:
 - pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong
 - pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
 - pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)
 - pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.
2. With secondary pupils inspectors might explore the above, and whether:
 - there is any homophobic bullying, anti-gay derogatory language or name calling in school or on social media sites
 - if a gay pupil was 'out' in school, that pupil would feel safe from bullying
 - they have learned about homophobic/transphobic bullying and ways to stop it happening in school
 - they learn in school about different types of families – whether anyone is, or would be, teased about having same-sex parents.
 - there is any homophobic bullying or derogatory language about staff
 - someone - pupil or teacher - who thought of themselves as the opposite gender, feels safe and free from bullying at school
3. With senior leaders, and when looking at documentary evidence, inspectors might explore:
 - whether they are aware of any instances of homophobic or transphobic language in school, whether this is recorded and how it is acted upon
 - whether there is any homophobic language used against staff

- whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality
 - whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language
 - whether the school has taken any action to ensure that provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other aspects of PSHE, including providing age-appropriate advice and guidance
 - how the school seeks to support LGBT pupils and those from LGBT families
 - whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language
 - whether there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies
 - whether policies include reference to carers as well as parents.
4. With governors inspectors might explore:
- how the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia and transphobia
 - whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively
 - how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.

Section Three: Resources and Help

Organisations

Stonewall	Campaigning and educational charity for lesbian, gay, bisexual and transgender equality. Education Champions scheme for schools stonewall.org.uk
Gendered Intelligence community	Aims to increase understanding of gender diversity, working with the trans community genderedintelligence.co.uk
GIRES	Information for trans people, their families and professionals who care for them gires.org.uk
Mermaids	Supports children and teenagers (up to 19) who are dealing with gender identity issues, as well as their parents/carers and families mermaidsuk.org.uk
Equity Partnership	Supporting LGBT communities in Bradford and West Yorkshire through education, advocacy and support equitypartnership.org.uk
YOUTH LGBT Youth	Group for LGBT young people (11-24) in Huddersfield on Wednesdays at 3.45pm – workshops, activities and advice. 121s with young people and families are also available. contact LGBT Youth Worker on 01484 469691, 07780 302843 or info@thebrunswickcentre.org.uk . Further information can be found at https://www.thebrunswickcentre.org.uk/services/youth
Positive Identity	Group and support for LGBT young people (12-18) in Calderdale run by Barnardo's Positive Identity Service – identitygroup.com

Teaching and training resources

Staff Training

We can offer staff awareness training and support for schools in developing a positive approach to inclusion for all, including LGBT pupils. This includes delivery of Stonewall's Train the Trainer course for schools. For further details within Kirklees contact Ian Ross through enquiries.learningservices@kirklees.gov.uk or elsewhere enquiries@penninelearning.com.

Stonewall resources

Stonewall produces a wide range of resources and support activity – for full information look at their website (stonewall.org.uk) or contact education@stonewall.org.uk. Kirklees subscribes to the Education Champions programme which gives access to support and advice.

Resources are available for free download from the Stonewall website and, for Kirklees schools, on One Hub. These include:

- An introduction to supporting LGBT young people: A guide for schools
- Getting Started: A toolkit for preventing HBT bullying in schools – there are secondary, primary and EYFS versions

Other resources include:

Fit schools	DVD and associated on line resources for lessons in secondary schools
Free schools	DVD and associated on line resources for teaching in primary schools
Celebrating difference	DVD training resource for primary staff
Spell it Out language	DVD training resource to tackle homophobia and homophobic language
Staying Safe Online	Guidance around online safety

Stonewall also produces a range of other booklets covering titles such as: Primary Best Practice Guide; Including different families; One minority at a time – being black and gay; Working with faith communities.

Possible responses to homo/bi/transphobic/sexist language

Source: Brighton & Hove Schools bullying and prejudice-based incident recording and reporting guidance

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. This script can be adapted for use in challenging all forms of prejudice.

Institutional response

- In our school we always try to be kind to each other and when you use 'gay' like that it is unkind.
- In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay and lesbian people.
- The ground-rules we agreed at the beginning of the session said we would show respect to each other.
- Some people would find that word insulting so it's not ok to use it at our school.
- The anti-bullying policy says that homo/bi/transphobic language is not tolerated.
- The school policy says that we are all responsible for making this a safe place for everyone. That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore it is unacceptable.
- It's really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes.
- At this school we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender.

Question

- What do you think that word means?
- What makes you think that?
- Do you realise that what you said is homo/bi/transphobic?
- Can you explain what you mean by calling that 'gay'?
- That word is an insulting term for someone who is Transgendered. Do you know what it means to be transgendered?
- How would you feel if someone spoke about you in that way?

- Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?

Confront Language like that is not acceptable

- You might not think that remark is offensive, but many would.
- What you are saying presents a very stereotypical view of what men and women are like.
- When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.

Personal response

- I'm not happy with what you said.
- Homo/bi/transphobic/sexist language offends me. I don't want to hear it again.
- What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such as homo/bi/transphobic language.

Section Four: Audit

The Audit is designed around seven key questions. They are not key stage specific and can be adapted to primary and secondary sectors in an age-appropriate way.

1. **Recording.** How is information about HBT (homophobic, bi-phobic and transphobic) incidents collected, recorded and used?
2. **Policies.** Do policies promote equality and challenge prejudice, including homo or trans phobia?
3. **Culture, Ethos and Leadership.** Is there a culture of dignity and equality with sustained and effective leadership?
4. **Partnership.** How does the school work in partnership with its community and stakeholders?
5. **Training.** Are all members of staff trained and confident to challenge homophobia, transphobia and prejudice?
6. **Curriculum.** Does teaching and learning recognise and appreciate diversity?
7. **Welfare.** How does the school promote and support the welfare of LGBT pupils, families & staff?

Each section has a series of sub-questions derived from ‘Exploring schools’ actions to prevent homophobic bullying’ (Ofsted 2013), No Place for Bullying (Ofsted, 2012), the Equality Act (2010) and other supplementary questions.

The grid is designed to be self-evaluation tool for your school and a way of highlighting priorities and progress.

- The first column contains statements that support the overall question.
- In the second column you can evaluate your present position, possibly using a red, amber or green colour coding. This will help you to focus on priorities.
- In the third column briefly outline evidence or present provision, and, as appropriate include a note about impact .
- In the fourth column list some priorities for future development. The key ones will form part of your school or department improvement plans and built into the planning and review cycle. Of course any good plan will be ambitious but will also focus on just a few key objectives at a time.

RECORDING

How is information about HBT incidents collected, recorded and used?

<i>Issue or concern</i>	<i>Evaluation</i>	<i>Evidence/present practice</i> <i>Examples of present provision and link to any documents or policies</i>	<i>Priorities</i> <i>Include, where applicable, timescale and responsibility</i>
<p>Recording</p> <p>Incidents of homophobic, bi-phobic or transphobic language, attitude or behaviour are specifically recorded. All members of staff know the procedures for doing this.</p> <p>School leaders are informed and aware of instances of homophobic or transphobic language in school, including against staff</p> <p>Analysis and response</p> <p>Information is analysed to see patterns and trends and school leaders act on this information</p> <p>Governors require analysis of bullying and the actions taken to be included in the head's report? They challenge and support the school accordingly</p>			

POLICIES

Do policies promote equality and challenge prejudice – and specifically HBT prejudice?

<i>Issue or concern</i>	<i>Evaluation</i>	<i>Evidence/present practice</i>	<i>Priorities</i>
<p><i>Policies</i></p> <p>Policies promote safety for all pupils regardless of sexual orientation or gender identity, including use of language. They are reviewed using empathy and perspectives of LGBT young people and staff.</p> <p>There is specific mention of gender identity and sexual orientation (including perceived orientation and identity) in safeguarding, equality, diversity, behaviour and bullying policies.</p> <p>There are specific policies and protocols for supporting gender transition, including the provision of arrangements for uniform, changing and toilets.</p> <p><i>Understanding of policies</i></p> <p>All members of staff are aware of the policy requirements specifically related to LGBT issues. Senior leaders are confident that all members of staff implement the letter and spirit of these policies.</p>			

CULTURE, ETHOS AND LEADERSHIP

Is there a culture of dignity and equality with sustained and effective leadership?

<i>Issue or concern</i>	<i>Evaluation</i>	<i>Evidence/present practice</i>	<i>Priorities</i>
<p>Leadership</p> <p>There is a shared commitment and priority to promoting equality, including LGBT issues, led by all senior leaders and the governing body</p> <p>Values and ethos</p> <p>The school has a set of clear, inclusive values that are understood and lived by all members of the school community. Members of staff consistently model this.</p> <p>Assemblies and collective worship address issues of prejudice or homophobia (in an age appropriate way). The school uses events, news or occasions such as</p> <p>Opportunities are used for wider understanding, such as LGBT History Month (Feb), the International Day against Homophobia and Transphobia (17 May) or the Trans Day of Remembrance (20 Nov).</p>			

PARTNERSHIP

How does the school work in partnership with its community and stakeholders?

<i>Issue or concern</i>	<i>Evaluation</i>	<i>Evidence/Present practice</i>	<i>Priorities</i>
<p>The school informs and consults parents about their values and work in challenging HBT attitudes, through a variety of channels and occasions</p> <p>The school works with local and national agencies and partners, sharing and learning from good practice.</p> <p>The governing body independently seeks the views of pupils, parents and carers and staff on a regular basis to evaluate the effectiveness of the leadership's actions to create a positive school culture for all</p>			

TRAINING

Are all members of staff trained and confident to challenge prejudice and promote inclusion?

<i>Issue or concern</i>	<i>Evaluation</i>	<i>Evidence/Present provision</i>	<i>Priorities</i>
<p>Updated training is regularly provided for teaching staff to give them skills and confidence to tackle HBT bullying, attitudes and language?</p> <p>Appropriate training is also regularly provided for all other staff including, for example, classroom assistants and midday supervisors.</p> <p>All staff are aware of specific issues and protocols relating to gender identity and transition. Pupils and staff understand the importance of using inclusive and non-derogatory language.</p> <p>All members of staff (teaching and non-teaching) consistently and firmly challenge inappropriate interactions, including prejudiced incidents or language?</p>			

CURRICULUM

Does teaching and learning recognise and appreciate diversity?

<i>Issue or concern</i>	<i>Evaluation</i>	<i>Evidence/Present practice</i>	<i>Priorities</i>
<p>PSHE</p> <p>The PSHE education & citizenship curriculum progressively includes all aspects of individual difference and diversity, including sexual orientation & gender identity. The curriculum recognises the specific needs of LGBT pupils</p> <p>Wider curriculum</p> <p>The wider curriculum includes both deliberate and incidental visibility of diversity, promoting equality and respect for LGBT people in an age-appropriate way.</p> <p>The curriculum has been reviewed to ensure that all subjects and areas of the curriculum are inclusive, for example, including books that refer to 'different families' or LGB and T role models.</p> <p>Equal access to all activities by LGBT pupils or pupils from LGBT families is monitored and safeguarded.</p>			

WELFARE

How does the school promote and support the welfare of LGBT pupils, families & staff?

<i>Issue or concern</i>	<i>Evaluation</i>	<i>Evidence/Present practice</i>	<i>Priorities</i>
<p>The school support is clear and specific in supporting LGBT pupils and those from LGBT families</p> <p>The concerns and needs of LGBT members of staff are listened to by leaders. Their dignity and rights will be clearly defended by school leaders when challenged in any way</p> <p>The school use national or local resources to promote understanding and welfare of pupils, parents and staff?</p>			

We can also provide specific staff training in schools for staff, including support staff, or work with you to review your work in this area and plan future action. Please contact enquiries@penninelearning.com



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