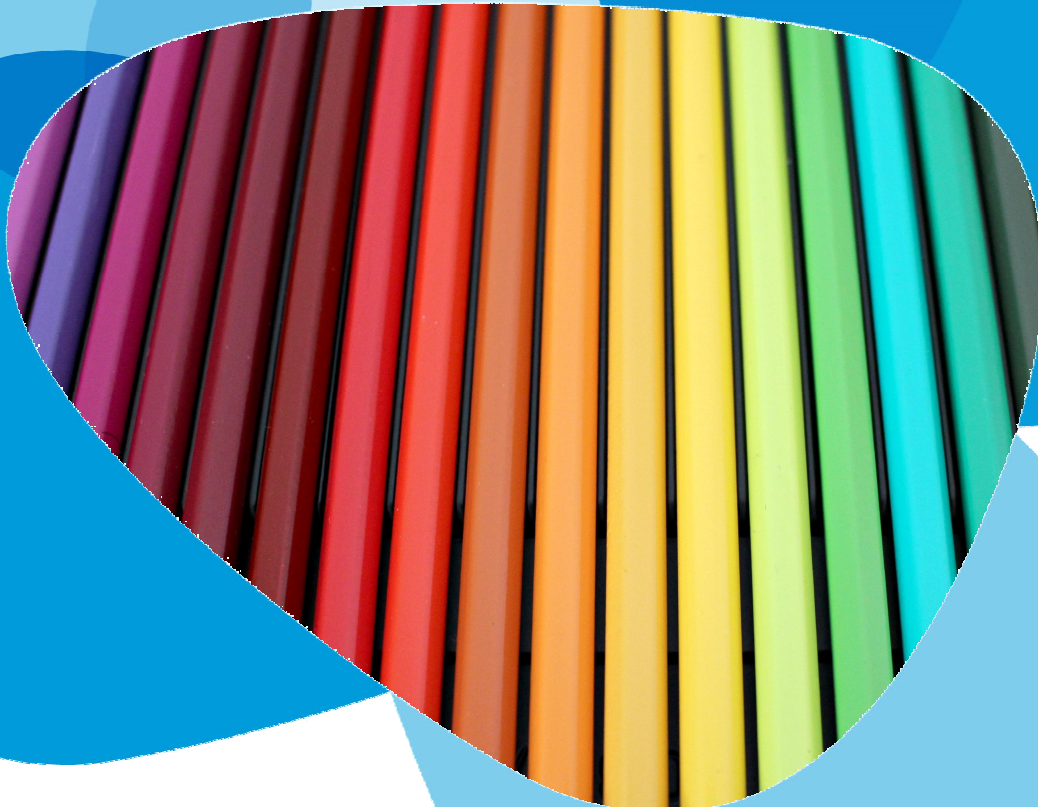


SERVICES FOR SCHOOLS

Hampshire: a safe place to learn, a safe place to grow

LGBT+ guidance for
Hampshire schools and
colleges

June 2018



Hampshire
County Council

www.hants.gov.uk

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Hampshire: a safe place to learn, a safe place to grow

Hampshire County Council LGBT+ guidance for Hampshire schools and colleges

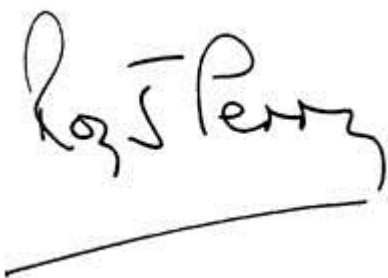
Foreword

Ensuring the wellbeing of all Hampshire children and young people is a top priority for Hampshire County Council. We are also ambitious in our continuing efforts to support schools in creating a truly inclusive ethos and one which celebrates diversity in all forms.

To this end, I recommend to you all this important guidance, *Hampshire: a safe place to learn, a safe place to grow*.

There are already some excellent examples of inclusive practice in many Hampshire schools regarding the support that is offered to the lesbian, gay, bisexual and transgender community and all people no matter how they define themselves (LGBT+). Schools have an important responsibility to ensure the wellbeing of children and young people and, indeed, everyone in the school community. Whilst there are statutory obligations, particularly in relation to the Equality Act 2010, it is right that schools reflect wider societal attitudes and values. Schools are well placed to both recognise the complex nature of our society and celebrate the diversity of pupils and the wider community.

It is my hope that schools will use this guidance to inform their approaches, so that every pupil develops the competencies and the confidence to respect, embrace and celebrate difference.

A handwritten signature in black ink, reading 'Roy Perry', with a horizontal line underneath.

Roy Perry

Leader of Hampshire County Council

Purpose of this document

Hampshire County Council is committed to an inclusive education service that promotes equality and embraces diversity by supporting lesbian, gay, bisexual and transgender (LGBT+) pupils and staff.

The National LGB&T Partnership published a report in August 2017 on *The mental health of young people*. This report demonstrated that LGBT+ young people have higher rates of poor mental health than their non-LGBT+ peers. LGBT+ people under 35 are twice as likely to report a mental health problem. These young people have specific support needs in developing and recovering good mental health. Schools are being challenged to provide a good framework of identification and support for all pupils in relation to mental health, including the appointment of a designated lead for mental health (a mental health *champion*). It is vital that the needs of LGBT+ young people are considered in schools' approaches to good mental health initiatives.

There are a few excellent examples of guidance that have been published in the United Kingdom (UK), notably, the *Trans inclusion toolkit* (Brighton and Hove, 2013) and *Schools transgender guidance* (Cornwall, 2015). The Department for Education (DfE) and Government Equalities Office publication *Inspiring equality in education* (2016) also provides some excellent guidance around issues of sexuality and gender identity, particularly in tackling homophobic and transphobic bullying.

Although these documents have been and continue to be of vital importance to all schools, it became clear that Hampshire merited its own guidance in order to reflect the needs and concerns of the LGBT+ community within the county and to ensure that all Hampshire schools are offered the most up-to-date information, guidance and support. This will help all schools develop an inclusive ethos designed to celebrate diversity and to ensure that all members of the school community (particularly children and young people) are able to thrive. Such an ethos will be reflected in the school curriculum, policies, staff attitudes and support structures and systems.

To this end, a task and finish group was created in the autumn of 2016 with the stated aim of providing a *package of guidance* and a *charter* that would support all Hampshire schools in developing an inclusive ethos and to embed the best practice. The guidance aims to:

- provide practical information in regard to supporting the emotional health and wellbeing of all members of the school community, including LGBT+ pupils and staff
- ensure that teachers and governors receive high-quality advice, support and professional development in all matters relating to LGBT+
- build on the good practice that already exists in Hampshire schools, particularly in developing a rights respecting ethos and the promotion of British values (the values we ascribe to as a liberal democracy) through spiritual, moral, social and cultural (SMSC) education
- support schools in developing a culture and environment that celebrates diversity and values each and every member of the school community
- support schools in developing a curriculum that will give all pupils a voice, challenge stereotypes and create and sustain effective policies, such as anti-bullying

- enable schools to develop an inclusive and diverse ethos in respect to the Equality Act 2010.

The Equality Act 2010: a brief summary

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced anti-discrimination laws with a single act, making the law easier to understand and strengthening protection in some situations.

The Act defines *protected characteristics*. It is against the law to discriminate against anyone because of:

- age
- becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race, including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation.

People with protected characteristics are protected from discrimination:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting a property
- as a member or a guest of a private club or association.

Duties for schools (from the Equality Act 2010: summary for schools: Hampshire County Council)

As a school, you must not:

- discriminate against a pupil or prospective pupil because of their disability, race, sex, gender reassignment, religion or belief, or sexual orientation
- harass or victimise a pupil or prospective pupil.

Purpose of this document

You must not discriminate against a person in relation to the following activities:

- admission to your school
- the provision of education to pupils
- access to any benefit, facility or service
- exclusion from school
- by subjecting a pupil to any other detriment.

For more information, see sections on *Schools and issues around transgender discrimination of pupils* (page 11) and *Teaching the Equality Act in primary schools* (page 10). The Equality Act (advice for schools) can be found at:

www.gov.uk/government/publications/equality-act-2010-advice-for-schools.

The Hampshire County Council summary of the Act (what it means for schools) can be found at:

www3.hants.gov.uk/equality-act-2010-briefing-for-schools.doc.

Making sense of statutory duties

The Government Equalities Office published a report in 2014, *Tackling homophobic, biphobic and transphobic bullying among school age children and young people*. It stated:

“... far too many schools lack confidence to deal with this form of bullying, are unsure how to address it and feel under-resourced ...”

The Ofsted school inspection framework, 2015-2017 states:

“Inspectors will assess the extent to which the school or provider complies with relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998, promotes equality of opportunity and takes positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of their work.”

The framework continues:

“Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors ... actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners”

And ...

“... 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 characteristics¹), through their words, actions and influence within the school and more widely in the community ...”

The key words and phrases from these extracts are “... takes positive steps to prevent any form of discrimination ...” and “... actively promote equality and diversity”. This implies that issues around inclusion are more than just a policy-writing exercise. It is important that schools are able to develop a culture and ethos that embrace diversity and that this is reflected in the day-to-day life and working of the school. This guidance seeks to support this aim.

Schools need reassurance that they are interpreting sometimes complex regulations correctly, therefore, these guidelines draw extensively from the Equality Act of 2010, the current Ofsted framework and various departmental advice for schools, including *Promoting fundamental British values as part of SMSC in schools* (2014) and *Keeping children safe in education* (2015 – updated 2017).

¹ This is from the Equality Act 2010.

Supporting LGBT+ rights

In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It states what countries must do to ensure that all children can enjoy their rights, regardless of whom they are or where they are from.

The UN General Assembly adopted the convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty and as such provides us with a global values framework that transcends race, culture or religion.

Governments have the lead responsibility for the realisation of children's rights and all adults – including teachers, social workers, doctors and parents – have a responsibility to respect and advocate for these rights.

It is crucial that children and young people learn about and understand their rights and know who is responsible for making rights a reality. It is the duty of government, schools and the media to facilitate this.

The convention also confirms that children are active participants so governments and adults must create opportunities for them to play an active role in the realisation of their rights.

Article 2 of the UNCRC states that: *“children's rights should be respected and ensured without discrimination of any kind”*.

However, discrimination and prejudice towards LGBT+ people, combined with a general lack of knowledge about LGBT+ issues still exists. School should be an environment where that is challenged and LGBT+ young people feel safe and supported.

“School Report 2017, a study of over 3,700 lesbian, gay, bi and trans (LGBT) pupils across Britain, demonstrates the continued impact of this work. Since the 2007 School Report, the number of lesbian, gay and bi pupils bullied because of their sexual orientation has fallen by almost a third. The number of schools who say this bullying is wrong has nearly trebled, and homophobic remarks are far less likely to be heard. Thanks to the dedication of teachers, schools and governments across Britain, more LGBT young people than ever are able to be themselves at school.

“But while there is much to celebrate, this study shows how much there is left to do. Nearly half of LGBT young people are still bullied for being LGBT at school, and only one in five have learnt about safe sex in relation to same-sex relationships at school. LGBT young people continue to experience unacceptably high levels of poor mental health. Online, nearly all LGBT pupils are exposed to offensive content about LGBT people, and just one in three think that online companies will do something about it if reported.

“For trans pupils in particular, the findings are alarming: nearly two in three trans pupils are bullied for being LGBT at school, one in 10 have received death threats, and more than two in five have tried to take their own lives. While a growing number of schools are supporting their trans pupils, too many are not equipped to do so. It is vital that this is remedied as a matter of urgency.

“At the same time, LGBT young people who are disabled, or who receive free school meals, are at heightened risk of being bullied and experiencing poor mental health. LGBT young people who are black, Asian and minority ethnic are particularly unlikely to have someone at home they can talk to about being LGBT, while bi and trans young people suffer from a persistent lack of role models at school. It is clear that much remains to be done until every young person in Britain can grow up free to reach their full potential.

“But while the challenges that remain are significant, there is cause for optimism. Thanks to government and cross-party support, compulsory relationships and sex education (RSE) is set to become a reality in England’s schools. This is a vital step towards ensuring that all young people are equipped to make informed decisions about their lives and relationships. It is crucial that updated RSE guidance explicitly includes LGBT young people, and is supported by high-quality resources and training for teachers.”

School report: the experiences of lesbian, gay, bi and trans young people in Britain’s schools in 2017, Stonewall

Hampshire County Councils’ *Children and young people’s plan* has as one of its priorities:

“Promote RRE (UNCRC) to help children become responsible citizens, understand and promote their own rights and responsibilities and respect the rights of others”.

Rights Respecting Education (RRE) as a vehicle for interpreting and upholding the UNCRC continues in many Hampshire schools.

The values framework of the UNCRC helps to promote a more positive school culture. It is one in which pupils feel safe, respected and valued, where the relationships between teachers and pupils are supportive, where trust and learning flourishes. This is the main reason why RRE has the impact it has on progress and performance. It establishes all the factors associated with the optimum climate for learning and the pedagogy associated with effective teaching whilst supporting the emotional health and wellbeing of all its pupils.

One of the key drivers for the convention is *participation*, which ensures that children and young people are empowered and given a voice in society and to have that voice heard and taken seriously.

Those schools in Hampshire following an RRE approach encourage pupils to develop charters based on the UNCRC to promote a rights respecting culture within their school community.

Creating a charter or agreement can be helpful in making the UNCRC a real and meaningful guide to action for adults and children on a day-to-day basis. It also helps everyone to learn more about particular articles of the convention that impact most on their life at school. The initial process of creating the charter/agreement and its subsequent use should be inclusive and participatory. The process in itself is beneficial as it can help to unite pupils and adults in the class and strengthen relationships between them. The charter/agreement can help to develop a sense of shared ownership of the classroom and learning. Once developed, it becomes a point of reference for the class and once signed by the teacher, support staff and pupils, it can act as the *social glue* which binds everyone together.

A charter that is visible and integrated into the life of the school is one of the many ways that adults can advocate for the rights of the young people in their community. Vulnerable groups can

be empowered using charters which give them a voice that is recognised and enables their rights to be realised.

A copy of the UNCRC can be accessed using the following link: www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf.

The Charter of Rights developed by the Y Services for Young People LGBT+ project included on pages 44-46 is underpinned by the following articles from the UNCRC:

<p>Article 1 (definition of the child)</p> <p>Everyone under the age of 18 has all the rights in the convention.</p>	<p>Article 13 (freedom of expression)</p> <p>Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p>
<p>Article 2 (non-discrimination)</p> <p>The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</p>	<p>Article 14 (freedom of thought, belief and religion)</p> <p>Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p>
<p>Article 3 (best interests of the child)</p> <p>The best interests of the child must be a top priority in all decisions and actions that affect children.</p>	<p>Article 15 (freedom of association)</p> <p>Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>
<p>Article 6 (life, survival and development)</p> <p>Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.</p>	<p>Article 16 (right to privacy)</p> <p>Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.</p>
<p>Article 12 (respect for the views of the child)</p> <p>Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.</p>	<p>Article 17 (access to information from the media)</p> <p>Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p>

<p>Article 19 (protection from violence, abuse and neglect)</p> <p>Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>	<p>Article 31 (leisure, play and culture)</p> <p>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>
<p>Article 24 (health and health services)</p> <p>Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and wellbeing so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>	<p>Article 34 (sexual exploitation)</p> <p>Governments must protect children from all forms of sexual abuse and exploitation.</p>
<p>Article 25 (review of treatment in care)</p> <p>If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.</p>	<p>Article 41 (respect for higher national standards)</p> <p>If a country has laws and standards that go further than the present convention, then the country must keep these laws.</p>
<p>Article 28 (right to education)</p> <p>Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p>	<p>Article 42 (knowledge of rights)</p> <p>Governments must actively work to make sure children and adults know about the convention.</p>
<p>Article 29 (goals of education)</p> <p>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	

Teaching the Equality Act in primary schools

In his book *No outsiders in our school*, Andrew Moffatt (Speechmark Publishing, 2017) makes an impassioned plea for schools to develop their teaching around LGBT as part of their overall approach to teaching diversity and inclusion:

“No longer should we separate LGBT education from education about other equalities; equality is best taught in the context of British law, where all protected characteristics of the Equality Act 2010 are included in a curriculum that celebrates difference. So not only are people of different sexual orientations welcome in our primary school, people of different ethnicities, genders, gender identities, religions, ages and abilities are also most welcome. There are no outsiders in our school ...”

Andrew Moffatt illustrates this point by providing a clear framework in establishing a *no outsiders* ethos, including suggestions for assemblies, ways to engage parents and carers (including answers to challenging questions) and raising ideas about supporting all members of the school community who may wish to *come out* in a school environment. The book also includes a comprehensive book list and suggestions for associated learning objectives in lessons around equality and diversity. Some of these books are included in the appendices of this guidance resource.

Please see www.equalitiesprimary.com or contact Email: andy@equalitiesprimary.com for more advice and information.

Ofsted have cited the *No outsiders* approach as part of their *Good practice examples* (October 2014, No: 140168). This paper describes the work of the Jenny Hammond School in Leytonstone, East London. The example shows how the school (where 28 languages are spoken) has used age-appropriate literature and related activities to promote tolerance and respect. It also shows how it has created a school community that values and celebrates the fact that we are all different. The school was one of the first to become part of the *No outsiders* project and has been at the forefront of work in challenging homophobia. This approach has enabled social and emotional development to take place naturally alongside the development of literacy skills. (See Appendix 5.)

Schools and issues around transgender discrimination of pupils

School leaders have been asking for clarification of the legal issues around gender identity including transgender and gender variant identity. In some cases, schools have been faced with the accusation that they are somehow discriminating against cis-gender or non-LGBT+ pupils.

Cornwall Council, in collaboration with the Intercom Trust and Devon and Cornwall Police, has produced an excellent resource, *Schools transgender guidance* (2015). We are very pleased to have their permission to reproduce some of the advice and guidance contained in their book.

The following has been taken directly from the Cornwall guidance. We reproduce this section in full because it gives such clarity regarding legal obligations:

“Legislation that informs the participation of trans (including gender variant) pupils and students in schools and colleges includes the Human Rights Act 1998, Gender Recognition Act 2004 and the Equality Act 2010.

The Human Rights Act 1998

“The following articles from The Human Rights Act 1998 support the rights and needs of trans people to live their lives in their true gender.

Article 8: right to respect for private life and family life.

Article 10: freedom of expression.

Article 14: the prohibition of discrimination.

The Gender Recognition Act 2004

“The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

“(Note: At the time of production/publication, the second reading of the Gender Identity Bill was due before Parliament. This bill proposes that any individual can choose their gender identity, negating the requirement for a GRC.)

The Equality Act 2010

“The Equality Act 2010 ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is gender reassignment (also known as transgender).

“Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to schools and young people.

“The Equality Act 2010 (2:1:7) states that: ‘A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex.’

“The act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a pupil will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

Discrimination

“The Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is gender reassignment. The legislation lays down that a school must not discriminate against a pupil because of their transgender status. Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it can’t be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no unisex options such as trousers for girls, and which would therefore create a particular difficulty for an F2M (female to male) pupil.

*“Unlike most of the protected characteristics, such as sex, race and religion, but like disability, this protection **works in one direction only** – not being transgendered is not a protected characteristic. Schools are therefore free to take special steps to meet the needs of trans pupils without being accused of discriminating against pupils who are not trans. There is no legal requirement, as there is for disability, to make reasonable adjustments for trans pupils, but schools may take a similar approach to ensure that trans pupils are properly catered for, and some of the possible steps discussed in this document are described as reasonable adjustments. How this is done in practice may differ between schools as facilities and curriculums do vary, but should be worked towards, for the benefit of both school and pupils.*

“The Public Sector Equality Duty (PSED), at Section 149 of the Equality Act 2010 requires public bodies to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees. It requires public bodies – including schools – when carrying out their activities to have due regard to the need to:

- *eliminate discrimination*
- *advance equality of opportunity*
- *foster good relations between different people.*

“The duty for schools in relation to pupils applies to all the protected characteristics except age.

“The school’s governing body has a responsibility to ensure that the school is complying with its requirements under the Equality Act.

“Schools have to publish information to show how they are complying with the duty, and equality objectives. Unlike earlier equality duties the PSED does not require equality schemes to be produced, although some schools may choose to continue their existing Single Equality Scheme. It is also good practice for schools to keep a written record to show that they have actively considered their equality duties in respect of all relevant protected characteristics, including transgender, when making decisions or creating policies, and have asked themselves the relevant questions. Publishing this will help to demonstrate that the duty to have due regard to equality is being fulfilled. There is no legal requirement to produce a formal equality analysis document; although for key decisions this might be a helpful tool.”

Specific advice on the governing body duty under the PSED to publish equality objectives and equality information is available via Hampshire Governor Services at:

Email: governors@hants.gov.uk.

It is also important to note that the key provisions of the Human Rights Act 1998, Gender Recognition Act 2004 and Equality Act 2010 highlighted here also apply to schools in the context of their role as employers. The legislation protects staff employed in schools and in some areas prospective staff (including discrimination).

Toilets and changing facilities

Issues around the use of toilets are probably the cause of most discussion and debate around transgender inclusion. It is important that all schools take a proactive stance regarding this issue, ensuring that all pupils currently attending the school and all future pupils feel part of an inclusive community.

Trans pupils often report that this is one of the most significant aspects of their experience in school. If there are no proper facilities available, trans pupils may be vulnerable to unwanted attention, and possible bullying and even assault. Of course, schools with a supportive, inclusive ethos where diversity is celebrated (such as a *No outsiders* policy) are places where such negative experiences are less likely.

What's in a name?

Any solutions will depend on the existing arrangements and facilities in each school. Many schools are providing toilets and changing facilities that are unisex. This represents an ideal situation, but many schools are currently not able to provide such facilities. All schools do, however, have *accessible* toilets, often designated for disabled members of the school community. A simple renaming process can help to extend this well established aspect of school inclusion. *Unisex accessible toilets* or even a simple *Changing room* or *Toilet* can all be utilised and can help to:

“... reduce what is often perceived as the stigma of using toilets commonly identified as Disabled toilet ... ensuring schools and colleges respect the dignity and privacy of both trans pupils and students and also pupils and students with disabilities, whilst both ensuring everyone's safety and protecting their self respect ...”

Schools transgender guidance, Cornwall Council

It's important to note that this is more than just a new label on a toilet door. New labels need to be seen in the context of a whole-school approach to inclusion and diversity. Over time, the use of these facilities will be unquestioned and the hope is that schools will continue to develop their physical environments to reflect a diverse and inclusive society.

The physical environment, including toilet facilities

Several guidance documents contain valuable information regarding the physical environment and associated procedures that enable equal access to all aspects of school life for transgender pupils. Both the Cornish *Schools transgender guidance* and the Brighton and Hove *Trans inclusion toolkit* offer practical advice in this area.

Sports and physical education are key aspects of the National Curriculum and the physical and mental wellbeing of young people. Physical education develops pupils' competence and their confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. LGBT+ pupils have the same right to physical education and fitness as other young people.

Issues to consider and manage include:

- male-to-female sports participants, particularly as puberty develops, may have a physical advantage over other girls
- physical risk in contact sports can be mitigated. Discussion, where appropriate, with the pupil and parents/carers can help to set expectations
- changing facilities will need to be managed with sensitivity, particularly at competitive and representative levels. For instance, when taking part in tournaments or competitions at other schools, staff would need to ensure provision has been made for any trans participant. Advance planning is of vital importance in order to prevent any potential distress or loss of dignity
- for various sports, check with the national governing bodies. Some are developing advice and information regarding transgender pupils' participation in competitive sports
- female-to-male participation in some sports, particularly contact sports, may not be an issue at primary level, but may become increasingly so in secondary sports, eg rugby or football. The Football Association has a whole policy dedicated to trans people in football. This document contains the following rule regarding under-18 football:

"...Pursuant to FA Rule C4(A)(xiii) on mixed football, any person playing football in the age ranges under 7 to under 18 may play in a match involving boys and girls, without restriction. There are, therefore, no conditions regarding any individual playing in a match under their reassigned/affirmed gender in these age ranges ..."

See: www.thefa.com/football-rules-governance/policies/equality/lgbt-football.

The England Rugby Association also has a policy document relating to trans people's participation in sport:

See: www.englandrugby.com/about-the-rfu/rfu-inclusion-programmes/gender/.

For policies, advice and information about international sporting organisations and their various policies, see: www.transathlete.com/policies-by-organization.

The Cornish guidance indicates:

“Whilst schools are advised to be cognisant of the advice of various sporting bodies, which do have more issues with male-to-female participation than female-to-male, they are also encouraged to treat each case individually and sensitively and to have liaison with families and carers through this process ...”

Supporting individual pupils in a safe space

Schools that are able to raise awareness effectively of LGBT+ lives will be schools that celebrate diversity and have an ethos of openness. Individual children and young people who have questions regarding their sexuality and/or gender are more likely to approach members of staff with any matters they wish to discuss. This formal and informal dialogue will help to create a safe space.

It is important to remember that pupils may be reluctant to report discrimination or prejudice because this may imply *coming out* or being seen as not being able to *take a joke*. Pupils will be more willing to report issues if a school is seen as a safe space. This also applies to all issues around safeguarding.

All staff have a duty of care to all pupils and this includes issues around confidentiality. Young people must feel assured that anything they say to a member of staff will be dealt with sensitively and appropriately. As with so many other aspects of diversity, staff training and development is a crucial factor here. Many LGBT+ pupils are telling us the same thing ... They want staff in schools to be far more aware and to have good training. There are often key individual members of staff that LGBT+ pupils rely on for advice and support. This is to be applauded, but how much better it would be if all schools ensured regular (annual?) continuous professional development for all school staff in relation to LGBT+ and inclusion. Developing a safe space takes time and requires regular support and training of staff, and is particularly important where there have been a number of staff changes. Schools, therefore, need to also consider how they induct new members of staff in the school's approach and ethos to these matters.

Dealing with homophobic and transphobic bullying

A starting point for all schools when dealing with individual pupils in one-to-one support is the relevant policies, such as the anti-bullying policy. Policies should have key principles that guide the way staff behave and deal with each issue as it arises. The *Inspiring equality in education* school resource (DfE, 2016) suggests the following approach when responding to a report of homophobic or transphobic bullying:

- *Be aware of non-verbal communication – body language can be misconstrued.*
- *Thank them for reporting the issue at the start of the conversation.*
- *Ensure the discussion takes place in a safe space, free from interruptions.*
- *Allow the pupil to talk and to describe what has happened.*
- *Before any confidential conversation remind them of your duty of care in regards to safeguarding and child protection (you cannot make promises about not telling anyone if a disclosure is made where you think the pupil is potentially at harm ... You are legally obliged to act and to tell your designated safeguarding lead).*
- *Listen to what is being said in a non-judgemental way.*

- *Do not assume that the young person is coming out because they are telling you they have been the target of homophobic or transphobic bullying. The pupil may not be gay, bisexual or transgender.*
- *Log the incident but also explain that this can be anonymised if they wish.*
- *Ask what they would like in support.*
- *Give them information about other avenues of support in and outside school, such as counsellors, support groups.*
- *Thank them for talking with you (but do not say “confiding in you”).*

Supporting pupils who are coming out or questioning their sexuality and/or gender

Pupils should not feel any pressure to *come out* and it is important that any conversation that takes place with someone who has questions about their identity is informed that they can do this at their own pace. Confidentiality is absolutely the key ingredient here. If a young person has chosen to share this personal issue with a member of staff it is important to provide affirmation and support and to ensure that they feel in control.

Positive affirmation is crucial. Encourage the pupil to consider if they want anyone else to know ... If not, that's fine ... If yes, then who and when? These are tumultuous emotions, particularly for a young person. Here are some points to consider in a *coming out* situation:

- **Is there a sense of shame?** If so, try to reassure that there is nothing wrong with being LGBT. Individuals may have internalised feelings of homophobia or transphobia as a result of negative depictions of LGBT+ people perpetuated by the media, society in general or within the school environment. LGBT+ members of society have equal rights and these are protected by law. Direct them to positive depictions and examples.
- **Are they unsure? Questioning?** If so, reassure them that this is a perfectly normal aspect of growing up and understanding their identity.
- **Are they involved in sexual activity?** If so, it is important to acknowledge your responsibilities to both confidentiality and safeguarding: Are they capable of understanding and consenting? The age of consent is 16, regardless of sexual orientation. If consent is not an issue are they knowledgeable about sex, consent, sexual activity, risks and safer sex and do they know where to go for advice? **Note:** Those under 13 years of age are not able to give consent to any sexual activity. You must report any such activity to the designated safeguarding lead.

Specifically, for pupils questioning their gender identity:

- Gender can be seen as a spectrum, beyond the typical definitions of male or female. Some pupils may identify as gender fluid or genderless ... each pupil will be different in how they identify at any particular time of their life.

- Some pupils may go on to transition, for instance from male to female or female to male. It is important to understand what this really means. Social transition can include changing names, personal pronouns, clothes and use of facilities, such as toilets and changing rooms. Medical transition involves a process of physical alteration, perhaps by using puberty-blocking medication, hormonal adjustment treatment and gender reassignment surgery.
- Schools can support transgender pupils by acknowledging the shift in their needs and goals over time. It is important to take the lead from the pupil at all times. A pupil support plan can be drawn up which should reflect the needs and aspirations of the pupil. Where social transition is happening, it is vital that all staff are briefed and trained so that support for the pupil is consistent, for instance, use of pronouns, changes in school uniform, use of toilets and changing facilities. *Inspiring equality in education* (DfE, 2016) has an excellent example of a pupil gender transition support plan (1.22).

The Cornwall Council *Schools transgender guidance* has some excellent advice around school uniform (page 21), changing names and exam registration and certificates (page 22), and, very importantly, information about the administering of vaccinations (page 23).

The matter of children of LGBT+ parents

Where a school comes across this situation it is worth bearing in mind ... Is this a new situation for the child? If there is a breakdown in the original family unit and one or both of the parent's new partners is same sex, this will mean that the child is faced with a possible double trauma. The first being the breakdown of the family home and the second being the breakdown of their understanding of what constitutes a family. These children are as vulnerable to homophobic abuse as the child who identifies as gay or who is questioning their sexuality. The child may not have any other peers who share the same context that they find themselves in and this isolation further singles them out as different. It could be helpful to have a Rainbow Alliance group for this child to attend. It is possible that the child in this situation may demonstrate homophobic attitudes, blaming all their ills on the nature of the relationship of the parents or wanting to set themselves as far apart from LGBT+ people as possible. Pride days in school would go a long way to help these children feel more secure in themselves.

The school needs to keep the lines of communication open with all sets of parents – so that the parents can tell the school what is going on at home and the school can tell the parents what is going on at school.

Intersectionality

The more we talk about LGBT+ matters the more we realise that LGBT+ is part of every walk of life. That means that sometimes the other paths that children walk intersect in a negative way in life, a kind of double jeopardy situation.

Imagine a child in care:

- separated from siblings
- possibly separated from friends from their original school

- worried that they might be discovered as being in care
- likely to keep relationships superficial – they will have missed the early forming stages of the class relationships.

Added to the above the child knows themselves to be gay or trans.

- This might have been the factor that made relationships break down at home.
- They are already vulnerable because of their care status.
- They know that being LGBT+ is even lower in status.
- Nothing that the teachers say reflects their life or aspirations.

Result = disparate loneliness and the belief that no one will stand with you. Expect to be isolated and bullied. Own isolation further compounds the sense of aloneness.

Intersectionality happens where two or more social deprivations come together in the same person. It is not just about being LGBT+. Think of:

- poverty in a wealthy area
- different ethnicities within a predominantly white British environment
- differently abled people
- refugee
- or moved into a new area.

These children need a space to simply be themselves, a chance to tell their story without fear of ridicule or shame. A well-run Rainbow Alliance might just do the trick.

For more information about setting up a school Pride event, please see:

- Educate and Celebrate – <http://www.educateandcelebrate.org/resources/>
- Stonewall Education Resources – <https://www.stonewall.org.uk/our-work/education-resources>.

The different ways schools can celebrate LGBT+ diversity

It's very clear that an increasing number of local authorities and schools are keen to embrace the concept of diversity in its broadest sense, including the celebration of LGBT+ community. The following councils and authorities have been flying the rainbow flag as part of Pride celebrations. Schools should feel confident to join this celebration:

Local authorities

- Hampshire County Council (x2)
- Isle of Wight Council
- Portsmouth City Council
- Southampton City Council

District and borough councils

- East Hants District Council
- Eastleigh Borough Council
- Gosport Borough Council
- Hart District Council
- Havant Borough Council
- Rushmoor Borough Council
- Test Valley District Council (x2)
- Winchester Guildhall
- Winchester Mayor

Parish councils

- Elvetham Heath Parish Council
- Lindford Parish.

Set up a Rainbow Alliance group

An increasing number of Hampshire schools have a group set aside where pupils who see themselves as LGBT or questioning, as well as straight allies, will meet for support and solidarity. It is an informal space where the young people can have fun but where they can safely discuss what is going on in their lives. The fact that this is open to straight pupils is important. These pupils

have a stronger voice when it comes to standing beside the LGBT pupils and saying that they are all right. Also, at the early stage of questioning pupils may not feel that sure of what they feel. These groups can be lead by a school councillor, an LGBT teacher – it doesn't matter – what does matter is that the leaders are on the side of the LGBT+ pupils and care about giving them a voice.

Organise a school day of Pride

This could be part of LGBT+ History Month (February) and linked with #PrideHantsWide or it could be a summertime event when most Pride celebrations take place. The curriculum could have an LGBT+ focus and assemblies could tell the hidden stories of LGBT+ people of the past and present. Rainbow cake could be on sale and rainbow flags could be flown.

#PrideHantsWide

This is where a school holds an event to coincide with Hampshire Pride (basically the last full week in February). Hampshire Pride invites councils, schools and businesses to join with it in celebrating LGBT+ diversity in the Hampshire community. The minimum it asks for is for a flag to be flown and a social media message to go out with the hashtag #PrideHantsWide. As an example, amongst other activities, Kings' School, Winchester, provided the Samba band as part of the Hampshire Pride celebrations in 2018.

LGBT+ History Month

The whole of February is LGBT+ History Month so every day could have a different theme – Stonewall and Educate and Celebrate have a lot of ideas and resources to help with this.

The school ethos and curriculum

Policies

Schools should consider a number of factors when creating a new policy or reviewing an existing policy. Do the relevant policies reflect diversity and promote an inclusive ethos? Some policies have an obvious connection to LGBT+ issues, such as safeguarding and anti-bullying, but there are other policies that can reflect the diverse and rights respecting nature of the school, such as the curriculum policy, sex and relationships (perhaps as part of personal development learning), staff development, and the teaching and learning policy. Of equal importance is the question of who is consulted during policy making. Does it involve everyone in the school community? These matters equally apply to any policies in relation to staff as to those in relation to pupils. Here are a few more questions to ask when writing and reviewing policies:

- Does the policy reflect difference in all its forms?
- Do policies contribute to preventing all forms of bullying and do they challenge prejudice?
- Do policies go beyond just satisfying statutory duties? Do they also enhance the unique characteristics and philosophy of the school?
- Do policies satisfy the needs of all pupils and all staff?
- Do policy aims require specific professional development opportunities?
- Have the children and young people been consulted? (When was the last time the school conducted a pupil survey?)
- How will you engage with staff regarding the policy?
- Do relevant policies explicitly reference LGBT+ pupils and/or staff, including homophobic, biphobic and transphobic bullying and discrimination?
- Are policies promoted and shared with everyone in the school community ... Most importantly, pupils, parents and carers?

The curriculum

As with policy development, there are some aspects of the curriculum that provide obvious opportunities for promoting and exploring issues of diversity, including LGBT+ issues. Personal, social and health education (PSHE, sometimes known as personal development learning or PDL), citizenship, sex and relationship education (SRE) and philosophy and religious education are all notable examples.

It is worth exploring how LGBT+ issues can be incorporated in a cross-curricular approach to learning, perhaps as part of the spiritual, moral, social and cultural thread that runs throughout school life. In the *taught* curriculum this would include all subjects. The DfE and Government

Equalities Office publication, *Inspiring equality in education* (2016), has some excellent examples of cross-curricular learning as a starting point for schools (pages 1.16 and 1.17), but we are also pleased to offer some examples in personal development learning from Hampshire schools on the following pages.

Crestwood Community School sample lessons

Teacher notes and guidance

Lesson 1: Sex and gender

PSHE Association Programme of Study, page 21:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

R24. about the difference between assigned/biological sex, gender identity and sexual orientation

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

PLEASE NOTE: This lesson may need to run over to the following week – that's fine if so. Later sessions can be used to catch up. It's better to do it properly and answer students' questions and address misconceptions than rush 😊

Write the title in your book: Sex and gender

2 minutes

Add My Friends to XML

Name:
Age:
Gender:
Postal code:

My Friend list

Name	Age	Gender	Postal Code
Sonu	25	Male	99999

<http://localhost:8080/membership/infopage.html>

Please supply some details for our records data

Subscriber details

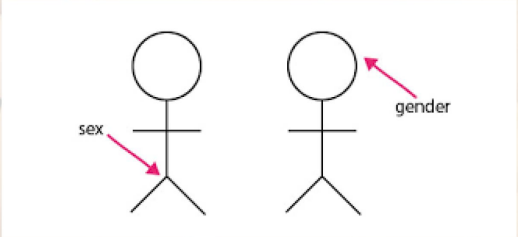
Given name:
Family name:
Age (must exceed 17):
Sex:
E-mail:

Are these the same thing? Why do they have different names?


SEX VERSUS GENDER

<p>Eg men have a penis, women have a vagina.</p>	<p>Sex refers to the biological and physiological differences between men and women.</p>	<p>Gender refers to the social and cultural differences between men and women.</p>	<p>3 minutes</p> <p>Eg men are expected to be strong and brave; women are expected to be softer and better at caring. This is not the same in all cultures!</p>
	<p>Sex has two main two categories: male and female.</p>	<p>Gender has two main categories: masculine and feminine.</p>	
<p>Men and women are biologically designed to have babies – so women produce eggs and men produce sperm.</p>	<p>Sex remains the same regardless of time and culture</p>	<p>Gender roles, expectations may differ across time and culture.</p>	<p>Eg In the past, women were expected to stay at home and look after the children and not work. This has changed and continues to change.</p>
	<p>Sex is created by the reproduction needs, that is, biological features.</p>	<p>Gender distinctions are created by social norms.</p>	

Pediaa.com



2 minutes



Can you answer this question now? (In your books)

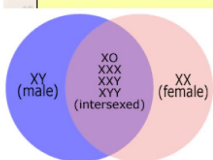
What is the difference between sex and gender?

1 minute

We found out that there are two main sexes and two main genders.
Do you know of any other sexes in addition to male and female?

5 minutes

Some people are born with internal and/or external organs which do not “fit” clearly into the male or female category.
The term for this is “**intersex**”.



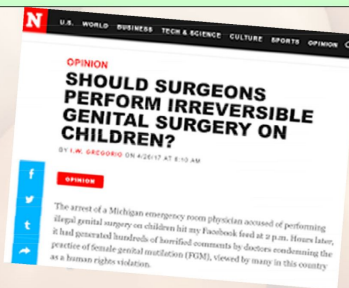
<https://www.youtube.com/watch?v=W9q7ic533Vk>

Some people get very confused and think that people choose to be intersex or that it means they are attracted to both sexes. How are they wrong?

2 minutes

Like Pidgeon, many intersex babies are operated on to make them more clearly fit into the “male” or “female” category.

Some people feel this is unfair and that the child should be able to make that decision themselves when they are older OR there is no need to operate at all – intersex is just another type of sex and nothing that needs to be “corrected” unless there is a real risk to the child’s health.
What do you think?



1 minute

There is clearly more than one sex
– are there more genders than
just male and female?

1 minute

These are just a few examples of genders which some people identify as. Have you heard of any before?

BIGENDER IDENTIFYING AS TWO GENDERS	GENDERFLUID GENDER CHANGES	TRIGENDER IDENTIFYING AS THREE GENDERS	NEUTROIS GENDER NEUTRAL
AGENDER NO GENDER <small>*ALSO GENDERLESS OR NEUTROIS</small>	ANDROGYNE HAVING BOTH MASCULINE AND FEMININE QUALITIES	DEMIGIRL IDENTIFYING PARTIALLY AS GIRL BUT NOT WHOLLY	DEMIGUY IDENTIFYING PARTIALLY AS GUY BUT NOT WHOLLY
TRANSGENDER IDENTIFYING AS A GENDER OTHER THAN THE ONE ASSIGNED AT BIRTH	CISGENDER IDENTIFYING AS THE GENDER YOU WERE ASSIGNED AT BIRTH	GENDERQUEER OUTSIDE OF THE GENDER BINARY	NON-BINARY OUTSIDE OF THE GENDER BINARY <small>*USED AS AN UMBRELLA TERM OR AS ITS OWN IDENTITY</small>

- Some people feel their gender changes and isn't always the same (gender fluid).
- Some people feel they don't have a gender (agender).
- Some people feel that they don't fit with the gender they were given based on their birth sex (transgender).

6 minutes

Transgender: When a person's gender identity is different to the gender they were given at birth

<https://www.youtube.com/watch?v=kVmau1cM5TU> (Stop at 5.00 or earlier if short on time.)

Discuss:

What was Jacob's sex at birth?
When did Jacob feel he was actually a boy?
How did his parents react?
When was Jacob happiest?

1 minute

Some transgender people will “transition” from male to female or female to male.

This may involve:

- **having surgery to change their internal and/or external sexual organs**
- **taking hormones to change their body (eg helping to grow body hair)**
- **living their life as their intended gender (eg wearing clothes, changing birth name, identifying as a “he” or “she”).**

All of these things are entirely personal choices and in the UK we have laws which protect and support transgender rights.

2 minutes

TRANSGENDER NUMBERS

An estimated one in 200 to one in 500 people worldwide have a gender identity that differs from their biological sex at birth. Here are some statistics from recent Canadian polls of those who identify as transgender or gender-nonconforming:



SOURCES: TRANS PULSE PROJECT, EGALE CANADA

THE CANADIAN PRESS

How should we treat people who are intersex/ transgender/ agender, etc?

Answer: Like human beings! Because we are all human and deserve equal respect regardless of age, gender, sex, religion, race ...

Plenary

4 minutes

Some people are born intersex which means ____ .
Some people are transgender which means ____ .
Unfortunately many transgender people experience ____ .
If I saw this happening I would ____ and I understand I have a responsibility to report it to an adult.

Teacher notes and guidance

Lesson 2: Sexual diversity and attraction

PSHE Association Programme of Study page 21:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

R5. that relationships can cause strong feelings and emotions (including sexual attraction)

R25. to recognise that there is diversity in sexual attraction and developing sexuality

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

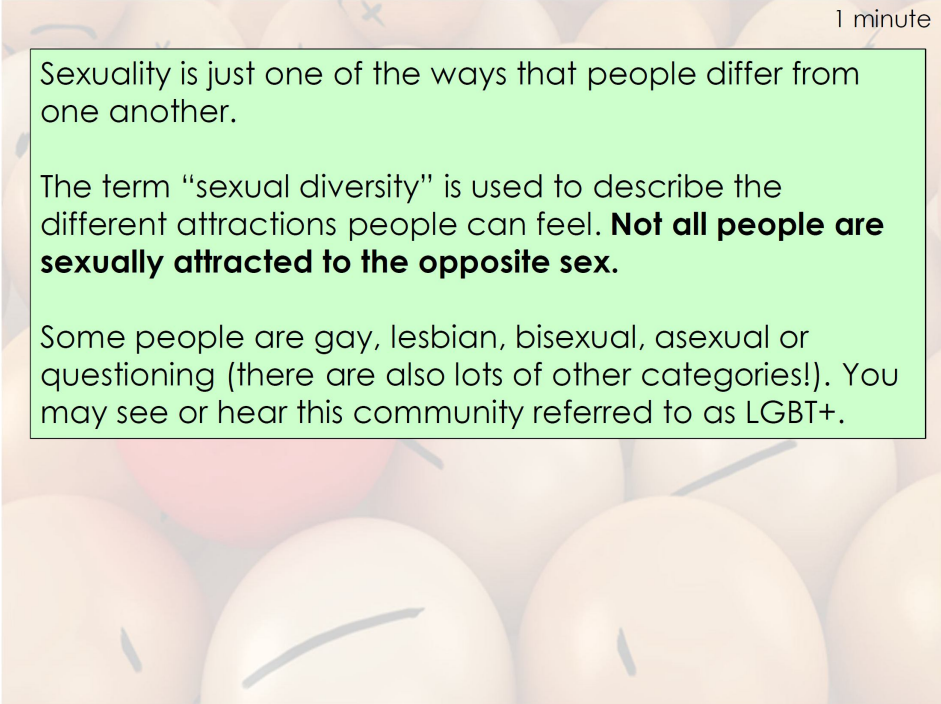
R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so



2 minutes

Write the title in your book: Sexual diversity and attraction

Discuss: How do you know when you're attracted to someone?



1 minute

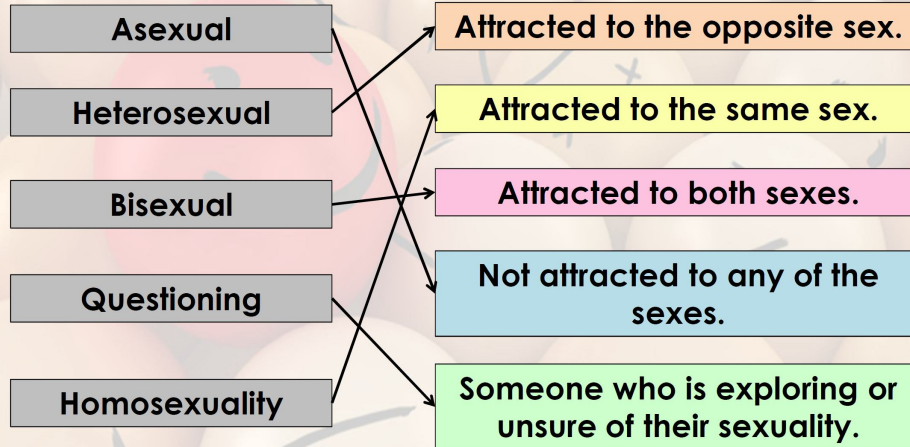
Sexuality is just one of the ways that people differ from one another.

The term "sexual diversity" is used to describe the different attractions people can feel. **Not all people are sexually attracted to the opposite sex.**

Some people are gay, lesbian, bisexual, asexual or questioning (there are also lots of other categories!). You may see or hear this community referred to as LGBT+.

7 minutes

In your book, write the definition next to the correct keyword. If you aren't sure, leave a gap and go on to the next one!



5 minutes

Discuss: **Is sexuality a choice?**
Then watch the video and answer the question in your book.

<https://www.youtube.com/watch?v=Tb7-XzzfjWo>

2 minutes

During adolescence your brain and body are swamped with hormones. You will notice that your body is changing and that you start to be attracted to people in a way you haven't before.

Being a teenager is all about figuring out who you are.

You may feel all sorts of confusion about your sexuality.

Just because you think Ryan Gosling is an absolutely perfect specimen of a man (like Mrs Phillips does) doesn't mean you are necessarily attracted to men – or even all men!

Just because you think Scarlett Johansson is a stunningly beautiful woman (like Mrs Phillips does) doesn't necessarily mean you are attracted to women – or even all women!

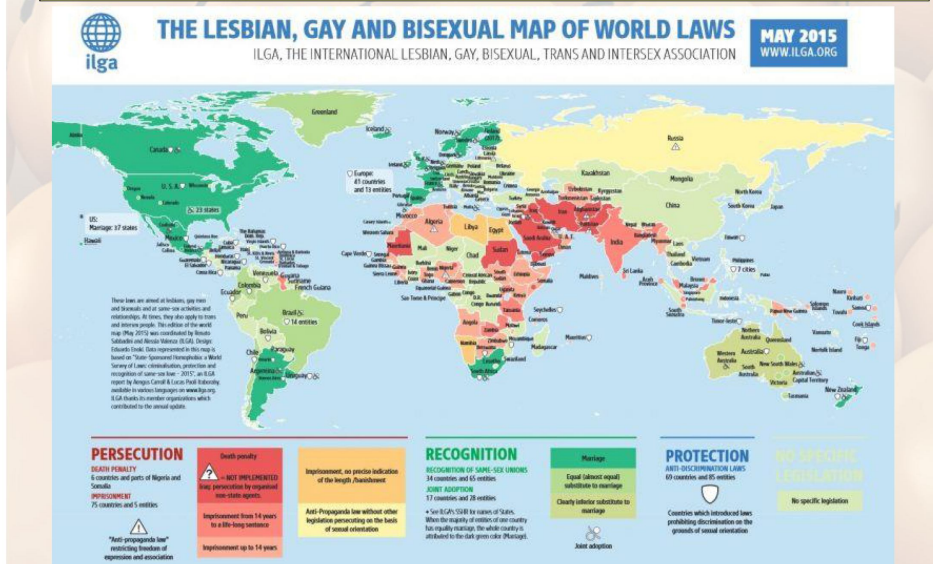
Just because you think both doesn't necessarily mean you are bisexual!

Neither of these examples prove your sexual identity. It can take time to figure out who and what you really like. The important thing to remember is that all of it is completely NORMAL!



4 minutes

In your book: How do you feel about the state of gay rights around the world?



2 minutes

The United Nations has this to say on the topic of LGBT+ rights. **Class discussion:** Do we agree? Why?

UN:

"All human beings are born free
& **equal in dignity and rights**
– Article 1 of the Universal Declaration of Human Rights."

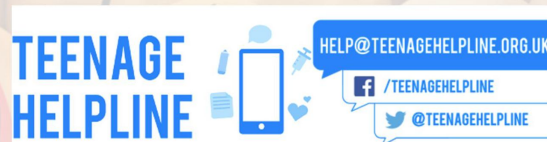
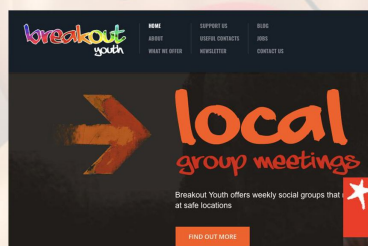
UN:

"LGBT rights **are** human rights."

Challenge: What can we do to make sure that LGBT+ people in our community have their rights respected?

1 minute

What can you do if you have questions about your sexuality?



Talk to a teacher. We are here to support you!

Teacher notes and guidance

Lesson 3: Talking about sexual and gender diversity

PSHE Association Programme of Study page 21:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

R25. to recognise that there is diversity in sexual attraction and developing sexuality

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

Write the title in your book:
Talking about sexual and gender diversity

2 minutes

Discuss: How do you know if a word is unkind or rude? Have you ever got in trouble for using a word you didn't realise was not appropriate?

1 minute

Over time there have been lots of words that have been used to describe different sexualities or genders which were unkind or hurtful. People have also made comments or asked questions which were inappropriate.

People didn't understand the harm they were causing by using these words.

Sticks and Stones may **BREAK** my Bones
But words Will ~~NEVER~~ **ALWAYS** hurt Me

2 minutes

Can you think of any words which are used in the wrong way when discussing sexuality or gender?

<https://www.youtube.com/watch?v=sWS0GVOQP50>

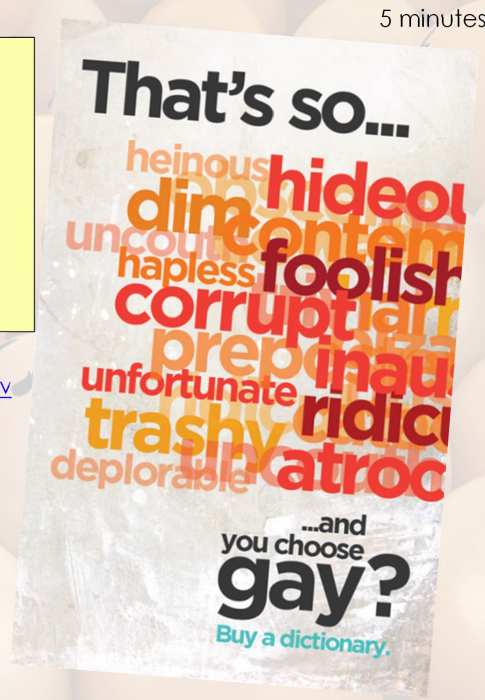
https://www.youtube.com/watch?v=b_Mlb3mYznE

What is this ad campaign trying to say?
Have you heard people use the word this way?
What did you do?

5 minutes

In your book:
What did this school do and why? What was the impact?

https://www.youtube.com/watch?v=b_Mlb3mYznE



8 minutes

While you're watching, make a list of three questions that shouldn't be asked for trans people

<https://www.youtube.com/watch?v=pvBwWeG4Rpc> (Watch until 5.22)

In your book: Pick one of the questions you wrote down and explain why transgender people don't want to be asked these questions. Are they rude? Silly? Misunderstood? Unkind? Upsetting? Remember that transgender people are used to being asked these questions by complete strangers!

7 minutes

Write a statement for next year's Year 7 about how Crestwood treats and looks after LGBT+ students

Provide some guidance on:

- key terms (eg homosexual, transgender, intersex)
- appropriate and inappropriate words or questions – why you shouldn't use them, but also what to do if you hear them being used
- the concept of equality and why it's important to us.

Title: Diversity

1 minute

Don't forget to underline and add the date!

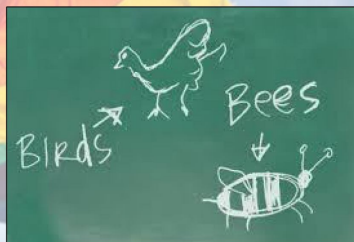
1 minute

Last week we took part in Diversity Week organised by Just Like Us. Can you remember what this charity stand for?



2 minutes

Just Like Us fight for equality in education.
What do you think that means?
What examples can you think of?



4 minutes

Is everyone equal at school?

<https://www.youtube.com/watch?v=jQlCICMup98>

In your books, answer these questions in full sentences:

1. What was Section 28?
2. What is the news report suggesting some schools are doing?
3. Is that fair? Why?

3 minutes

Obviously, schools have a responsibility to make sure they teach equally and fairly about LGBT+ issues, but **what can you do** to make sure ALL students are treated and looked after equally? Make a list in your books.



6 minutes

Remember, **silence helps homophobia.**



<https://youtu.be/XQKGigb5I28?t=42s>

(Watch from 0.42)

Can you add anything to your list?

3 minutes

In your book:
My pledge (promise):

As a student at Crestwood, I pledge to _____

(Think about what you will do to show your peers that you care about their happiness and safety.

Think about what you would do if you saw homophobic bullying or heard homophobic language.

Think about small things you could do to show LGBT+ peers that we are all one community.)

Supporting staff

Schools with an open ethos, which create a safe space for pupils, are likely to also create a safe space in which LGBT+ staff are more at ease.

The same considerations apply in supporting staff as they do for pupils. Staff members are afforded a duty of care and are entitled to work in an environment which gives due consideration to their emotional health and wellbeing. LGBT+ staff are also entitled to confidentiality if they choose to disclose matters related to their gender identity and/or sexual orientation.

Like pupils, staff members are afforded protection from discrimination and the starting point of how other staff behave should be evident from the key principles in policies, with wider formal procedures in place to enable members of staff to address issues of concern where they arise and cannot be dealt with informally.

Regardless of any individual disclosure, schools should ensure that staff are aware of wider support beyond the school that is available to them. Teacher professional associations and support staff unions provide support to staff dealing with gender identity or sexual orientation matters in the workplace, not limited to specific support for dealing with any concerns that have arisen. Additionally, Hampshire County Council has a staff LGBT network that is available to all members of staff in Hampshire schools and academies.

Where a staff member has disclosed a matter associated with any potential change to their gender identity, schools are encouraged to seek specific Human Resources (HR) support at the earliest opportunity to develop a staff support plan. As above, such support will need to be reflective of the individual's desire and wishes regarding any disclosure. However, HR support may need to work with the staff member and school leadership to consider how to proactively manage any communication that may become necessary with governors, colleagues, parents and pupils, as well as support with more practical matters.

It is also important to be aware that the County Council is keen to ensure support is given to staff who have made difficult personal decisions not to continue in their current employment whilst dealing with a matter associated with gender identity. Where notified via Education Personnel Services, the County Council can ensure one-to-one support is provided to facilitate such colleagues to return to employment within Hampshire schools at a time of their choosing.

Schools need to ensure that they are clear through recruitment processes in their messaging to prospective staff about their culture and ethos, including in relation to matters of inclusion. Ensuring that prospective staff are fully aware of your culture will not enable you to recruit staff who will embrace this ethos for the benefits of pupils, but it is likely it will attract LGBT+ staff who feel more comfortable in such an environment, enabling the school to recruit from the widest pool of talent.

It is also worth acknowledging that time off work to attend medical appointments will be an important issue in terms of practical support for staff who are considering gender reassignment. Transition is often lengthy (years), requiring a significant number of medical appointments.

Introduction to Y Services Hampshire and Isle of Wight: Schools and Colleges LGBT+ Charter of Rights

Y Services is a leading youth work charity in Hampshire, delivering quality youth work that meets the needs of local young people. The charity has been operational since May 2011 and now delivers diverse and engaging youth work opportunities across the region in Fareham, Gosport, Havant, Portsmouth and Winchester. Y Services has grown to have a leading expertise in working with LGBT+ young people.

The Y Services Hampshire and Isle of Wight Schools and Colleges LGBT+ Charter of Rights was developed during a conference held on 25 June 2016, at Hampshire County Council's Ashburton Hall in Winchester. The Voices for Change: an LGBT+ Youth Conference sought to bring together young people from across Hampshire to share their views and experiences and to hear from people who are working to promote the development and wellbeing of LGBT+ young people.

Voices for Change was carefully planned with input from LGBT+ young people every step of the way and featured guest speakers, a number of workshops and, most importantly, the opportunity for young people to get together and share their experiences.

A total of seven workshops were on offer, with young people each being able to sign up and attend two of the workshops. These workshops covered a range of subjects, from sexual health to mental health and from cyber-bullying to trans and gender fluid awareness, and were aimed at ensuring the needs of young people, around what they would like more information on, were met.

Guest speakers came from all over the UK, including Fox Fisher (My Generation), MP Caroline Dinage (Equalities Minister), Graham Ross (LGBT Youth Scotland), and offered expertise on varied aspects of the LGBT+ experience. These guest speakers were selected after considering the needs of young people and the purpose of the conference. The speakers' range of experiences offered young people a great insight into the many different areas of everyday life and how far the LGBT+ community has come and highlighted how far the community still needs to go to achieve real and meaningful equality.

The most important aim of the day was to begin the process of seeing if Y Services needed to put together a youth charter for Hampshire schools, which would aim to ensure LGBT+ young people receive fair and equal treatment and are able to learn in a safe and supportive environment. The unanimous feedback from the 70 young people and 30 professionals who attended was that an LGBT+ charter for schools and colleges was indeed needed and should be developed.

Following on from the conference, feedback was sought from young people to enable the progression of the youth charter and to inform future planning. Y Services held another large-scale event, Voices for Change: an LGBT+ Festival on 16 June 2017. The Y Services Hampshire and Isle of Wight Schools and Colleges LGBT+ Charter of Rights evolved from young people's direct voice in the workshops. The charter is their work entirely; their views, their opinions, their expressed needs.

Schools and Colleges LGBT+ Charters of Rights



Y SERVICES: HAMPSHIRE AND IOW SCHOOLS AND COLLEGES LGBT+ CHARTER OF RIGHTS

Achieving a standard that meets the minimum expectation:

As a school/ college we will ensure.....

1

We administer education of LGBT+ community and issues, this could be during tutor times or as an assembly

2

All students have access to LGBT+ information as part of the schools sex and relationship education curriculum

3

A specifically trained member of staff (LGBT+ champion) must be present on site during every school day to ensure students have support

4

Students should be able to choose which Physical Education group they want to be in, these also should include students of all genders and identities

5

We have a zero-tolerance bullying policy in place that is enforced, and explicitly mentions LGBT+ issues

6

Learning groups are not segregated on the basis of sex/gender as all students need to learn

7

All students have their preferred name and pronouns recorded on the school/college register and used by school staff

8

We have at least one gender-neutral toilet that is accessible to all students

9

Up to date and relevant LGBT+ information and media is made available to students, so that there is increased LGBT+ visibility within school/college

10

We have gender neutral uniforms



Y SERVICES: HAMPSHIRE AND IOW SCHOOLS AND COLLEGES LGBT+ CHARTER OF RIGHTS

As LGBT+ young people, we have a right to

1

A safe space and a support system that we can use at all times during the school day

2

Access to LGBT+ sex education lessons as well as sexual health knowledge during school hours

3

All teachers being trained to understand LGBT+ young people and any issues they may be having

4

Be treated equally in all aspects of school life and have the same opportunities as every other student

5

Be ensured that there is an anti-discrimination policy actively enforced in every school/college

6

Be visible. Have a media presence and resources available that celebrate LGBT+ diversity and community in school/college

7

Be addressed politely using our preferred name and pronouns

8

Access to gender neutral toilets that aren't isolated from the rest of the school

9

Feel safe at school and to feel like we are not being judged by any students or staff

10

Choose whether we would like to wear a gender neutral uniform



Y SERVICES: HAMPSHIRE AND IOW SCHOOLS AND COLLEGES LGBT+ CHARTER OF RIGHTS

Achieving a standard that exceeds the minimum expectation:

As a School/College we will ensure....

1

Senior leadership organise and deliver more than one compulsory LGBT+ assembly per year

2

LGBT+ based lessons are included in PHSE lessons taught to all years 7 - 11 students

3

All staff should undertake yearly teacher training/CPD regarding developing understanding of issues to support LGBT+ students

4

All Physical Education/sports groups should be of mixed genders/identities

5

All students should be able to feel that they can report instances of homophobic/biphobic/transphobic bullying and feel confident that it has been dealt with appropriately

6

Overall organisational language moves away from the gender binary of male and female to include non binary gender identities

7

Use the young person's preferred name, (not birth name) in all circumstances, even when parents do not consent, if the young person is assessed as Gillick competent using Fraser guidelines

8

The school/college has more than one Gender Neutral toilet and changing room facilities

9

The school/college actively celebrates LGBT+ History and Pride month, with organised events, mainstream lessons including LGBT+ content across the curriculum

10

The school/college has an LGBT+ support group running each week on a specific break or lunch time

Why should you sign up to the Hampshire and Isle of Wight Schools and Colleges LGBT+ Charter of Rights?

By doing so you are showing your commitment to ensuring that LGBT+ pupils in our schools and colleges across Hampshire and the Isle of Wight are included, valued, supported and will be treated with equality of opportunity and fairly when they access your services.

Achieving the LGBT+ Charter of Rights will help demonstrate your commitment to LGBT+ pupils in the local area by supporting them to identify their rights alongside respect and responsibilities.

The LGBT+ Charter of Rights will help you as an organisation and community to look at your policies and practice, including your legal obligations in the context of the Equalities Act 2010 and LGBT+ equality.

By displaying the LGBT+ Charter of Rights you will send a positive message to LGBT+ people in your schools, colleges and communities in Hampshire and the Isle of Wight, that they are included, valued, supported and will be treated with respect, equality of opportunity and fairly when they access your services.

You will also make it clear to other organisations, pupils, members of staff and members of the community that rights, respect and responsibility, as well as overarching equality and diversity, is at the heart of the service delivery at your school or college.

Displaying the charter will reassure people that your school and/or workplace is a safe and supportive place for LGBT+ people.

Future steps: how to use the Y Services' Hampshire and Isle of Wight Schools and Colleges LGBT+ Charter of Rights

The Y Services' Hampshire and Isle of Wight Schools and Colleges LGBT+ Charter of Rights is essentially a three-page, poster-style document. The charter is a stand-alone document which states what LGBT+ young people have said that they want to see in school as their right.

The charter standards of minimum and exceeding expectations are two documents that work in tandem and sit alongside an audit tool, which should, initially, be used as a self-assessment and action planning process.

Y Services has developed a charter to work with as a live document that is based on local need and has been designed by local LGBT+ young people. Therefore, the charter is an up-to-date, relevant tool for local schools and colleges in Hampshire and the Isle of Wight to use to ensure that they are addressing the needs of their LGBT+ pupils, not a working document that has been designed by officers but by those who have identified the needs for themselves.

Accreditation: making it real

By using the audit self-assessment tool you should prioritise three actions that, as a school or college, you decide need to be worked on and addressed during the academic year. The charter self-assessment toolkit should be re-used each year to ensure high standards are maintained and developed.

Y Services would encourage you to include young people in the process of agreeing and formulating the actions. This could be achieved by consulting LGBT+ young people at your school or college as part of the Student Council and participation process.

Y Services can verify the quality assurance of your self-assessment audit. This would be on a consultancy basis and culminate in being awarded an appropriate standard certificate.

Local support for schools

Local organisations – local support

Breakout Youth

Web: www.breakoutyouth.org.uk/

Youth project with many years' experience of working directly with young people and supporting adults and organisations.

Chrysalis

Web: www.chrysalis-gii.co.uk/

Specific to the trans community. Based in Hampshire, this organisation is under new management and could be a significant support to schools and young people.

Hampshire and Isle of Wight Educational Psychology (HIEP)

What they can offer:

HIEP is committed to promoting equality and supporting inclusive education for all. Over recent years they have become more involved in supporting schools, parents and young people from the LGBT+ community at many levels. They can support:

- at a systems level:
 - policy writing (for example anti-bullying, equality and inclusion)
 - whole-school support:
 - staff training on LGBT+ issues to support inclusion and the ethos of the school
 - research with your staff and pupils to inform school development
- at a group level:
 - supporting pastoral staff and sharing good practice through group supervision (eg emotional literacy support assistant (ELSA) supervision meetings)
 - pupil groups, which HIEP can run in schools or support staff in setting them up
- at an individual level:
 - support with pupils from the LGBT+ community
 - work with individual staff members, eg consultation, supervision or coaching.

This list is not exhaustive and if you need support with issues around supporting the LGBT+ community in school then get in touch. HIEP welcome the opportunity to support children and young people from the LGBT+ community. Charges will apply – the costings are dependent upon the work required – and this can be negotiated during the initial contact. For contact information for your area see:

Web: www.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/contact-hep.

Hampshire website

Web: www3.hants.gov.uk/lgbtalliance

Click on the Local Groups and Services tile and type in the word *college* or *youth* to this website for a range of local services; for national services go to the National Support Services tile. Remember to add your school's services on the local site once you are set up. Just click on the green button.

Kroma

Web: www.kromalgbt.org.uk

Kroma is an empowering and enabling organisation for the lesbian, gay, bisexual, transgender and alternative (LGBT+) communities, their families and friends, through awareness, inclusiveness and supportiveness throughout Hampshire.

LAGLOs: Lesbian and Gay Liaison Officers

Web: www.hampshire.police.uk/about-us/our-commitments/equality-and-inclusion/

This team of officers has many years' experience working with the LGBT+ community and works directly with schools.

New Family Social

For further support and advice on LGBT+ and families, including lesbian, gay, bi or trans people considering fostering and adoption, please visit the New Family Social site at:

Web: www.newfamilysocial.org.uk/resources/.

Y Services

Web: www.yservices.co.uk/lgbt/

Youth project with numerous years' experience of working directly with young people and supporting adults and organisations.

National organisations – local support

Educate and Celebrate

Web: www.educateandcelebrate.org/

This organisation is steeped in education. Like Stonewall, they offer school support packages with resources. Unlike Stonewall, their organisation came from a schools' perspective.

Mermaids

Web: <http://mermaidsuk.org.uk/>

An organisation designed specifically to support trans young people – it also offers support to parents and organisations.

Primary School Champions Programme

Web: www.stonewall.org.uk/our-work/education-resources/primary-schools/primary-school-champions-programme

Secondary School Champions Programme

Web: www.stonewall.org.uk/get-involved/get-involved-education/secondary-schools/secondary-school-champions-programme

Stonewall

Web: www.stonewall.org.uk/search/school%20champion

Schools 'Champions Programmes' is the programme they use to support schools. Quite a few Hampshire schools use this option.

Breakout support for schools

Breakout Youth

Breakout Youth is an independent charity (number 1147556) based in Hampshire and the Isle of Wight. Breakout Youth was set up in 1993 in response to the dangers faced by LGBT youth at that time. They offer a confidential support service for young people aged 11 to 21, who are lesbian, gay, bisexual, transgender, questioning or unsure of their sexuality or gender identity.

What they can offer:

Southampton

- Weekly Youth Group for 11-21 year olds (up to 25 with additional needs) every Thursday from 7.00pm-9.00pm.
- Fortnightly LGBTQ music group for 12-25 year olds on a Monday from 6.30pm-8.30pm.
- Parent support sessions.
- Monthly gender identity group on a Monday from 7.00pm-9.00pm.
- One-to-one support.

Basingstoke

- Weekly youth group for 11-21 year olds (up to 25 with additional needs) every Monday from 7.00pm-9.00pm.
- Fortnightly LGBTQ music group for 12-25 year olds on a Wednesday from 6.00pm-8.00pm.
- Monthly gender identity group.

Eastleigh

- Weekly youth group for 11-21 year olds (up to 25 with additional needs) every Tuesday from 7.00pm-9.00pm.

Andover

- Fortnightly youth group for 11-21 year olds (up to 25 with additional needs) on alternate Thursdays from 7.00pm-9.00pm.

Hart

- One-to-one support.

Isle of Wight

- Fortnightly youth group for 11-21 year olds (up to 25 with additional needs) on alternate Tuesdays from 6.30pm-8.30pm.
- Fortnightly youth group for 7-11 year olds with parent support, in conjunction with Barnardo's, on a Monday from 4.00pm-6.00pm.
- One-to-one support.

Training

- PSHE lessons (£0 to £70 dependant on location).
- Bespoke staff training (half day £0 to £250 dependant on location).

- Bespoke staff training (full day 50 people £0 to £400 dependant on location).

Contact details

Tel: 023 8022 4224

Email: enquiries@breakoutyouth.org.uk

Web: www.breakoutyouth.org.uk

Y Services LGBT+ Support Projects

Training and other opportunities

- They support young people in referrals to a variety of provisions ,including specialist services (Tavistock and Portman Gender Identity Development Service) as well as other youth opportunities and LGBT+ groups, health and wellbeing drop in sessions, Y Keep Safe (raising awareness of CSE, unhealthy relationships, etc and providing strategies to improve resilience and understanding).
- Information stand at parents evenings, fresher fairs, conferences and professional network events.
- Parents of transgender young people support group – meets monthly.
- PSHE lessons (£0-£70 dependant on location).
- Bespoke staff training (half day £0-£250 dependant on location).
- Bespoke staff training (full day, 50 people £0- £400 dependant on location).
- Consultation – POA dependant on location.
- Quality assurance for LGBT+ Charter for School and Colleges dependant on location.
- Events for school clusters – POA.
- Hate crime reporting centre/equality and diversity event using the Y Service double-decker bus to visit the school/college (£0-£450 dependant on location).

Contact us:

Email: dawn@yservices.co.uk

Tel: 07503 353636

Email: info@yservices.co.uk

Tel: 07585 115022

Web: www.yservices.co.uk

Local support for schools

Facebook: Y Services LGBT+ Youth Groups

Twitter: @yserviceslgbt

Instagram: yserviceslgbt

Appendix 1

Schools and Colleges LGBT+ Charter of Rights audit tool

Y Services Hampshire and Isle of Wight: Schools and Colleges LGBT+ Charter of Rights Audit tool: *Achieving a minimum standard of expectation*

School/college/organisation:

Date of completion:

Standard	Charter	Examples	Evidence
1	We administer education of LGBT+ community and issues; this could be during tutor times or as an assembly.	Assembly held during LGBT+ History Month (February) for all year groups. LGBT+ youth worker delivers activities.	Notes of lesson plan/exercises for tutor time.
2	All students have access to LGBT+ information as part of the schools sex and relationship education curriculum.	PSHE including LGBT+ issues and SRE in the curriculum.	Notes of lesson plan/exercises for tutor time.
3	A specifically trained member of staff (LGBT+ champion) must be present on site during every school day to ensure students have support.	A member of teaching staff who have Someone one who chooses to take on the role. <i>[Is this a single example so needs rephrasing to "A member of teaching staff who has chosen to take on the role"? Or is it two examples with some text missing: "A member of teaching staff who has ... [missing text]" and "Someone who chooses to take on the role"? Leave for the moment... will check with Y services]</i> Member of staff appropriately training and has access to information.	All students know the names of relevant members of school staff. Young people know where to go for support and feel able to talk about issues. Results of student and staff survey.

Standard	Charter	Examples	Evidence
4	Students should be able to choose which physical education group they want to be in; these groups should include students of all genders and identities.	PE policy written and implemented.	Case study of individual students.
5	We have a zero-tolerance bullying policy in place that is enforced and explicitly mentions LGBT+ issues.	Anti-bullying policy written and implemented.	Report on all incidents of LGBT+ based bullying. Anti-bullying policy written and implemented.
6	Learning groups are not segregated on the basis of sex/gender as all students need to learn.		Case study of how classes mix young people up into different learning groups.
7	All students have their preferred name and pronouns recorded on the school/college register and these are used by school staff.	Open conversations asking young people how they want to be referred to. Training and sensitive information given on a need-to-know basis.	Example of SIMS input. No instances of young people reporting teachers misusing their birth name.
8	We have at least one gender-neutral toilet that is accessible to all students.	A gender-neutral toilet is not just for transgender and gender-neutral young people to use.	Location of toilet and appropriate signage.
9	Up-to-date and relevant LGBT+ information and media is made available to students, so that there is increased LGBT+ visibility within school/college.	Consult LGBT+ Youth Support group.	LGBT+ book list in library. LGBT+ posters within school. Signposting and information to refer young people to support outside of school.
10	We have gender-neutral uniforms.		All students are able to wear the school uniform that they feel most comfortable wearing regardless of sex or gender identity.

Y Services Hampshire and Isle of Wight: Schools and Colleges LGBT+ Charter of Rights
Audit tool: *Achieving a minimum standard of expectation*
September 2018 – July 2019 action plan

As a school/college you should prioritise an action plan that includes three areas for development over the academic year.

	Standard and charter	Action and evidence
Action a)		
Action b)		
Action c)		

Agreed by SLT	Signed	Date
Agreed by student body	Signed	Date

Y Services Hampshire and Isle of Wight: Schools and Colleges LGBT+ Charter of Rights
Audit tool: *Achieving a standard that exceeds the minimum expectation*

School/college/organisation:

Date of completion:

Standard	Charter	Examples	Evidence
1	Senior leadership organises and delivers more than one compulsory LGBT+ assembly per year.	Headteacher or head of year delivers assembly three times during the year.	PowerPoint of LGBT+ History Month. PowerPoint of National Coming Out Day. PowerPoint of the meaning of Pride.
2	LGBT+ based lessons are included in PSHE lessons taught to all Year 7-11 students.	Curriculum agreed and planned for all year groups, age appropriate, including follow-on activities.	Lesson plans and evaluation.
3	All staff should undertake yearly teacher training/CPD regarding developing understanding of issues to support for LGBT+ students.		
4	All physical education/sports groups should be of mixed genders/identities.		
5	All students should be able to feel that they can report instances of homophobic/biphobic/transphobic bullying and feel confident that it has been dealt with appropriately.		
6	Overall organisational language moves away from the gender binary of male and female to include non-binary gender identities.		

Standard	Charter	Examples	Evidence
7	Use the young person's preferred name (not birth name) in all circumstances, even when parents do not consent, if the young person is assessed as Gillick competent using Fraser guidelines.		
8	The school/college has more than one gender-neutral toilet and changing room facilities.		
9	The school/college actively celebrates LGBT+ History and Pride Month, with organized events, mainstream lessons including LGBT+ content across the curriculum.		
10	The school/college has an LGBT+ support group running each week on a specific break or lunchtime.		

Y Services Hampshire and Isle of Wight: Schools and Colleges LGBT+ Charter of Rights
Audit tool: Achieving a standard that exceeds the minimum expectation
September 2018 action plan

	Standard and charter	Action and evidence
Action a)		
Action b)		
Action c)		

Appendix 2

Example of a school survey

In establishing an inclusive ethos that supports everyone in the school community, including LGBT+ pupils, schools can develop their programmes of Pupil Voice and pupil participation. What do the pupils think about their school and the way it supports the LGBT+ pupils and staff?

Pupil, student and staff surveys are a simple and effective process to gather views from everyone in the school community. They allow comparisons to be made regarding perceptions of the work of the school in supporting LGBT+ rights and can give a measure of success in planned actions in meeting the requirements of the Equality Act.

The following is an example of a school staff survey conducted in a Hampshire secondary school in the summer of 2017. Staff were asked to respond to the following statements:

- My school has clear policies concerning LGBT+ matters
- I am encouraged to include LGBT+ matters into my lesson plans
- My school is supportive of LGBT+ staff
- My school offers regular staff training and support in dealing with LGBT+ pupils (or children of LGBT+ parents).

An honest appraisal of the responses to the survey will allow schools to move forward, developing approaches to policy and practice, including staff learning and development.

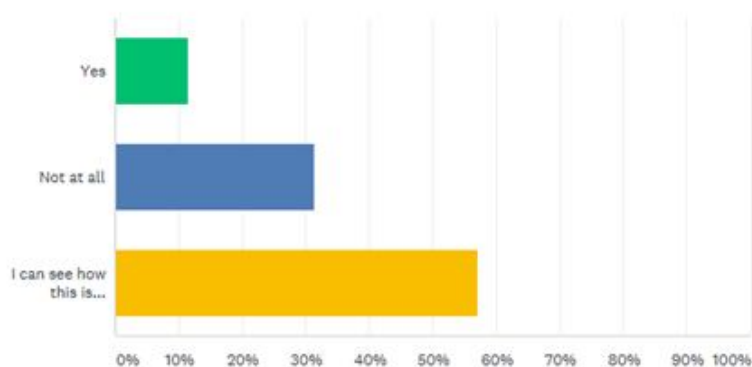
Another survey conducted in Hampshire schools (the *What do I think?* survey) gives a general picture of pupils' perceptions of rights respecting education. For instance, over a three year period (2014-2017) an average of 80% of Year 9 pupils felt that they were at least "*sometimes*" taught about rights and how to respect others. This would be a good starting point for schools in developing ideas about rights and respect and how broadly this concept embraces all aspects of diversity, including LGBT+ inclusion.

Survey Results

Q1

My school has clear policies concerning LGBT+ matters

Answered: 35 Skipped: 1



ANSWER CHOICES

Yes

11.43%

4

Not at all

31.43%

11

I can see how this is included in other policies

57.14%

20

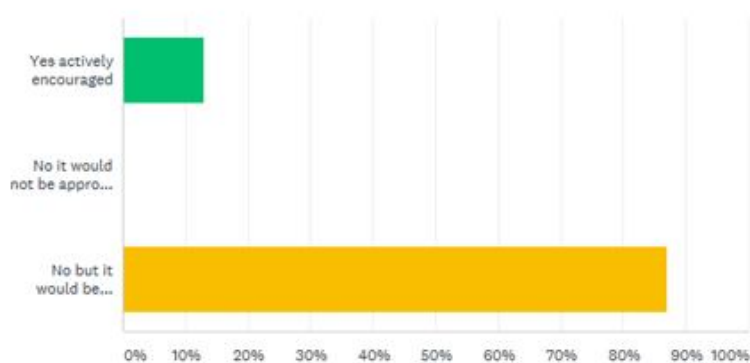
TOTAL

35

Q2

I am encouraged to include LGBT+ matters into my lesson plans

Answered: 31 Skipped: 5



ANSWER CHOICES

Yes actively encouraged

12.90%

4

No it would not be approved of in our school

0.00%

0

No but it would be welcomed

87.10%

27

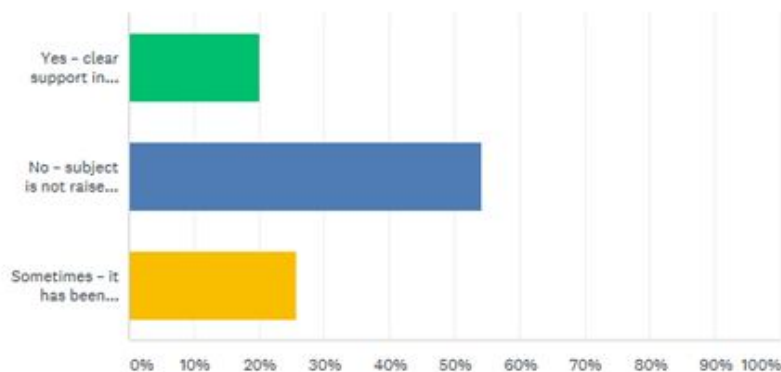
TOTAL

31

Q3

My school is supportive of LGBT+ staff

Answered: 35 Skipped: 1

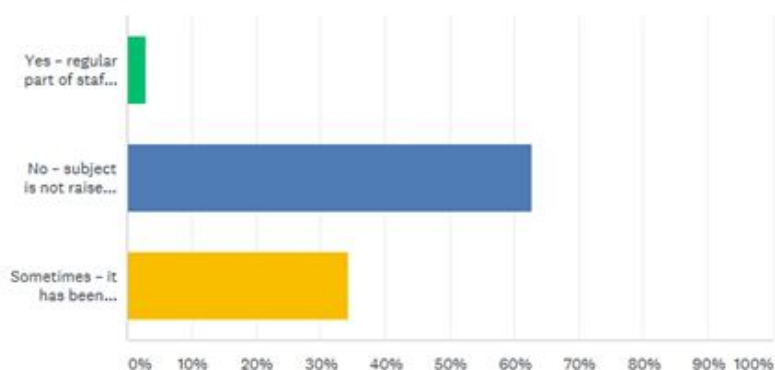


ANSWER CHOICES	RESPONSES
Yes - clear support in school documentation	20.00% 7
No - subject is not raised with staff at all	54.29% 19
Sometimes - it has been discussed once or twice in staff training or meetings	25.71% 9
TOTAL	35

Q4

My school offers regular staff training and support in dealing with LGBT+ students (or children of LGBT+ parents)

Answered: 35 Skipped: 1



ANSWER CHOICES	RESPONSES
Yes - regular part of staff timetable	2.86% 1
No - subject is not raised with staff at all	62.86% 22
Sometimes - it has been discussed once or twice in staff training or meetings	34.29% 12
TOTAL	35

Appendix 3

Example of a school policy document

POLICY DOCUMENT
ACHIEVING EXCELLENCE



Bullying Policy

Rationale

When the behaviour of one person or a group of people deliberately causes repeated distress to another, bullying is taking place. Horndean Technology College (HTC) deplores bullying and views it as anti-social behaviour that has no place in our College, which is highlighted in our commitment to a Rights Respecting ethos and in ensuring the rights of all young people are fulfilled (UNCRC, The United Nations Rights of the Child). In particular that all young people:

Article 14: Have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 15: Have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 19: Have the right to be protected from being hurt and mistreated, physically or mentally.

- Parents should be made aware of the Colleges approach to bullying by publicizing anti-bullying charter and other publications, and by such methods as an information evening.
- Staff should approach the issue of bullying from the base that we deplore bullying not the people who do it.

What is bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This situation can only be maintained where there is an imbalance of power. Bullying may include:

- Hitting or physically harming another person deliberately, however minor.
- Name calling, malicious gossip, taunting or teasing. Any form of derogatory comment or gesture aimed at someone due to their colour, creed, race, background/upbringing, religious beliefs or sexual orientation.
- Intimidating or frightening another person.
- Interfering with other people's property, including theft, damage or extortion.
- "Sending people to Coventry".
- Ganging up to intimidate or abuse a person.

- Use of the internet or 'cyber bullying' (e.g. e-mails, YouTube, Facebook and MSN messages) and mobile phones, 'happy slapping'. Cyber bullying is seen as different because of its potential anonymity (false sense of bravado), geography (all pervasive), impact (24/7) and potential permanence.

HTC is committed to tackling all forms of bullying related to race, religion or culture, special education needs, sexual orientation (including homophobic incidents directed at young people who are gay, lesbian or transgender), home circumstances or related to gender or gender identity (sexist, sexual or transphobic).

Students discuss what bullying is in tutorial sessions and PSHE lessons or elsewhere as appropriate and are taught to define bullying in the right language i.e. any hurtful behaviour, that is deliberate and repeated over time, and where there is an imbalance of power. They are also taught the difference between relationship conflicts (which happen accidentally) and bullying (which is repeated hurtful behaviour).

What should happen if bullying is taking place?

Students should be encouraged to understand that if they are being bullied or know of someone who is bullied, by telling a member of staff they will receive a supportive response.

Parents should be made aware that HTC cares and will be active in discouraging and challenging bullying, and have rigorous anti bullying strategies in place addressing prevention of bullying and interventions following any incidents.

All staff have a shared responsibility for detecting, discouraging and challenging bullying behaviour.

Students are offered a range of support strategies depending on their needs through Peer Mentors and by Year Leaders and Student Support Services.

What action should be taken to discourage bullying?

- Students should be able to explore bullying issues in Tutorial work at an appropriate point in the PSHE programme and whenever appropriate throughout the curriculum and in all transactions in lessons, including use of derogatory language and homophobic bullying.
- Bullying as an issue should be raised as an agenda item in College Council meetings and anti-bullying should be regularly incorporated in assemblies.
- Staff who are on duty before College, at break time, lunchtimes or after College must be vigilant as to all possible bullying opportunities or incidents. This includes specific attention being paid to key areas such as queues, toilets, locker corridors, 'hidden spaces' etc. The College's video camera system will be used to resolve details of bullying incidents as possible.
- All reports or incidents of bullying will be investigated and followed through. Whilst individual incidents may result in specific punishments, the overall intention will be to ensure that bullying as a practice is eliminated or reduced.
- Students know that they should report any incidences of bullying to any Teacher or any other member of staff. Incident report forms specifically for bullying (green) can be found in Student Support Services.
- All staff know that any report of bullying must be forwarded to the Form Tutor, Year Leader or Subject Leader as appropriate.

- Staff and students will be informed that if necessary, such as in the event of racist or homophobic bullying, the police may be involved with dealing with the bully.
- Promote a rights respecting anti bullying culture.

What happens next?

- Parents of the student being bullied will be informed of known bullying immediately after receiving a report, by the Subject Teacher, Form Tutor, Year Leader or other Senior member of staff.
- All incidents of alleged bullying will be investigated fully and logged.
- HTC maintains that anyone who is being bullied, or who identifies bullying of someone else, will have their view seriously listened to.
- Support will be given to all those students involved.
- Students are surveyed regularly, including through the annual County questionnaire, to establish their views and take action where necessary.

What support will be given to people who are bullied?

- The parents of students who are bullied will normally be notified.
- A meeting with the Year Leader, perhaps with the Form Tutor or a relevant Subject Teacher will be arranged.
- Relevant staff will be informed of a student who has been bullied. Specific teaching and support staff will be instructed as to techniques/methods of identifying/dealing with any problem. Monitoring and follow up for people who are bullied will also be a priority.
- All and any incidents will be followed through and, where helpful, home will be involved as much as possible.
- Safe havens will be offered for those students feeling vulnerable.
- Use of 'bullying' diaries encouraged.
- Use of Peer Mentoring system.

What happens to bullies?

- Punishment may be required as bullying will not be tolerated at HTC.
- The parents of bullies will usually be informed and sometimes involved in their 'treatment'.
- Bullies may be put into the position of meeting their victims. The idea is to confront them with their behaviour. The intention is to help them not to bully in future.
- Repeated or serious bullying offences will result in a student being required to follow a structured programme of anti-bullying materials with the Inclusion Officer. The focus of the programme is to educate and assist in modification of bullying behaviour. Further incidents of bullying may result in consideration of exclusion.
- Bullies will be offered additional help/support and counselling if this is needed.
- Restorative justice meetings between bully and bullied where appropriate.
- If the bullying relates to a criminal offence, such as racism or homophobia, the police may be involved.

Bullying Charter

The College has signed up to the DCSF initiative 'Bullying – A Charter for Action'. We aim to work with staff, students and parents to create a College community where bullying is not tolerated. The charter has been revisited and put into student language through the College Council. This should be displayed in every classroom. The College Council have also developed materials for PSHRE lessons during the anti-bullying week and have run sessions for parents at the Year 7 curriculum evening and Keeping Safe evenings. All students receive assemblies and tutorials during anti bullying week.

HTC is a Stonewall school Champion and works with them to prevent and tackle homophobic bullying and celebrate difference.

Confidentiality

- Whenever possible, ultimate confidentiality will be maintained in all aspects of reporting of bullying or interpersonal abuse.
- This will need to be set against the need to identify who is responsible, coupled with difficulties of identification and the late maturation of students.

Published in accordance with Section 175 of the Education Act 2002

Appendix 4

Book list

The following books are suggested to support inclusion and diversity generally, most having narratives relating to LGBT+.

Primary

Sue Heap and Nick Sharratt	Leslea Newman
<i>Red rockets and rainbow jelly</i>	<i>Mommy, mama and me</i>
Puffin Books	Tricycle Press
Emily Gravett	Leslea Newman
<i>Blue chameleon</i>	<i>Daddy, papa and me</i>
MacMillan	Tricycle Press
Cheryl Kilodavis and Suzanne DeSimone	Pat Thomas
<i>My princess boy</i>	<i>This is my family: a first look at same sex parents</i>
Simon and Schuster	Barron's Educational
Linda Da Haan and Stern Nijland	Mary Asquith Hoffman
<i>King and King</i>	<i>The great big book of families</i>
Tricycle Press	Frances Lincoln
Todd Parr	Robert Skutch
<i>It's okay to be different</i>	<i>Who's in a family</i>
Little, Brown and Company	Tricycle Press
Todd Parr	Marcus Ewert
<i>The family book</i>	<i>10,000 dresses</i>
Little, Brown and Company	Triangle Square

Charlotte Zolotow

William's doll

Picture Lions

Harvey Fierstein

The sissy duckling

Little Simon

Emily Gravett

The odd egg

Two Hoots

Jennifer Carr

Be who you are

Author House

Anna Kemp and Sarah Ogilvie

Dogs don't do ballet

Simon and Schuster

Sarah Hoffman

Jacob's new dress

Albert Whitman and Company

Michael Hall

Red: a crayon's story

Greenwillow Books

Secondary

Davis Levithan

Boy meets boy

Harper Collins

Kate Walker

Peter

Houghton Mifflin

Brent Hartinger

Geography club

Harper. Teen

Sara Farizan

If you could be mine

Algonquin Books of Chapel Hill

Chris Beam

I am J

Little, Brown, Young

Nancy Garden

Annie on my mind

Square Fish

Alex Sanchez

Rainbow boys

Simon and Schuster

School Library Service books for Key Stage 3/4

The following books, available from the School Library Service, can also be used to support inclusion and diversity.

Jenn Bennett

Night owls

Meeting Jack on the Owl – San Francisco's night bus – turns Beatrix's world upside down. Jack is charming, wildly attractive ... and possibly one of San Francisco's most notorious graffiti artists. But Jack is hiding a piece of himself. This book contains some wonderful LGBT characters. KS4 (Older teen read)

Holly Black

Darkest part of the forest

Twins Hazel and Ben stand against the dangerous inhabitants of a faerie kingdom enslaving their town despite falling in love with two of them. The main male character is gay. (Older teen read)

Malorie Blackman

Boys don't cry

Dante is thrust into fatherhood when an ex-girlfriend dumps her baby daughter on him, as well as having to resolve various issues with his dysfunctional family. (Older teen read)

Alyssa Brugman

Alex as well

The story follows how friends and family react when a teenager embraces the female gender rather than the male gender that has been partly artificially assigned since birth. (Older teen read)

Cat Clarke

Kiss in the dark

The timely subject matter and jaw-dropping plot twists and turns will keep readers enthralled.

When Alex meets Kate the attraction is instant. But one of them is hiding a secret and, as their love blossoms, it threatens to ruin not just their relationship, but their lives. (Older teen read)

Juno Dawson

Margot and me

A totally absorbing read that interweaves the stories of two teenage girls from different times and creates convincing voices for them both. Friendship, love, tragedy, humour – it's all here ... well worth having to promote LGBT discussions. (Older teen read)

Susie Day

The secrets of Sam and Sam

A school story featuring Sam and Sammie who live with two mothers in this story for KS2/3. (Children's fiction)

Liz Elwes

Promtastic

Five girls. One night. Everyone wants Prom to be perfect, but things don't always go as planned. (Younger teen read)

Alex Gino

George

When people look at George, they think they see a boy. But she knows she's not a boy. She knows she's a girl. KS2/3 (Younger teen read)

John Green and David Levithan

Will Grayson, Will Grayson

One Will Grayson is straight the other is gay, the two meet in unlikely circumstances. (Older teen read)

Liz Kessler

Read me like a book

Ashleigh Walker develops feelings for her female teacher while struggling with problems at home and her boyfriend. (Older teen read)

Laura Lam

Pantomime

Gene's life resembles a debutante's dream. Yet she hides a secret that would see her shunned by the nobility. Gene is both male and female in this gothic, fantasy story. (Older teen read)

Jenny McLachlan

Star struck

Pearl's dreams of starring in the school musical are shattered when a new girl at school takes the part she was hoping for. Contains lesbian issues. KS3/4 (Younger teen read)

Jandy Nelson

I'll give you the sun

Colourful, fantastical novel about art, love and jealousy which features a gay love story. (Older teen read)

Patrick Ness

The rest of us just live here

Growing up with demigods and zombie deer, the 17-year-old narrator takes tentative steps towards adulthood in this smart, funny teenage novel. Mike is pretty sure he likes girls, however he has *messed* around with his gay best friend a couple of times in the past, in this hard hitting novel. (Older teen read)

Susin Nielsen

We are all made of molecules

The story follows what happens when two families move in together and how the relationship between son Stewart, geeky and gifted, and daughter Ashley, popular and cool,

changes. Ashley's father has recently come out and this adds another dimension to the relationships. (Older teen read)

Non Pratt

Unboxed

A touching story of old friends coming together after years apart. They have inevitably changed over time, and aren't initially willing to share much about their current lives. Alix in particular is concerned about revealing her newfound sexuality. Short novella which could be used for discussions on identity and LGBT. (Older teen read)

Robin Talley

What we left behind

Toni and Gretchen are a lesbian couple. They find their relationship tested when one of them reveals that she believes she is transgender and thinks of herself as male. (Older teen read)

Lisa Williamson

Art of being normal

David Piper has always been an outsider. His parents think he's gay. The school bully thinks he's a freak. Only his two best friends know the real truth – David wants to be a girl. (Older teen read)

David Walliams

The boy in the dress

12-year-old Dennis tries to keep his fascination with wearing dresses a secret from his friends and family. Told with plenty of humour. (Children's fiction)

Susan Kuklin

Beyond magenta: transgender teens speak out

Interviews with six American teenagers about their lives as they identify themselves to be transgender or gender-neutral.

HW Poole

LGBT families

Looks at the issues involved with LGBT families. The book explores the different types of family structures that have become increasingly common in the 21st Century.

Adam Sutherland

Gay people who changed history

An anthology of biographies focusing on inspirational gay people who have made their mark in history both past and present.

Hi-lo

Catherine Bruton

S/he

Raven is *gender fluid*. Not a boy. Or a girl. But kind of both – sometimes ... sort of ... Short, contemporary teen read which raises interesting points about gender fluidity. (Older teen read)

Tim Collins

Delete

A gay teenager discovers that he has had his memories wiped when a boy that he has never met before claims to be his ex-boyfriend. (Older teen read)

If you would like to buy some or all of the titles on this School Library Service list, go to www.petranet.co.uk and log in using your School Library Service username and password. The list will be available to see in View your Bookshelf on the left-hand side of the home screen.



Your School Library Service password will give you 26% discount on most titles and books can be jacketed and serviced. If you do not have a password for Petranet, please email: hq.sls@hants.gov.uk or call Tel: 01962 826660.

Appendix 5

Ofsted good practice example



'Wouldn't it be boring if we were all the same?' – creating a school community that celebrates diversity: The Jenny Hammond Primary School

URN: 103082

Region: London

Remit: Schools

Provider background

The Jenny Hammond Primary School is situated in Leytonstone, in the south of the London Borough of Waltham Forest, East London.

Brief description

This example shows how The Jenny Hammond Primary School has used age-appropriate literature and related activities to promote tolerance and respect. It also shows how it has created a school community that values and celebrates the fact that we are all different.

The good practice in detail

At The Jenny Hammond Primary School, 28 different languages are spoken by the children and staff – an indication of its richly diverse community. A strong philosophy is embedded in all the school's work, based on respect and an ethos of accepting, understanding and valuing everyone's difference.

Celebrating diversity through literacy

The school was one of the first to become part of the 'No Outsiders' project and has been at the forefront of work in challenging homophobia using age-appropriate literature and related activities. This approach enables social and emotional development to take place naturally alongside the development of literacy skills.

Good practice example: Schools
The Jenny Hammond Primary School
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The school celebrates a range of national events, such as:

- Black History Month
- International Women's Month
- Gypsy, Roma, Traveller History Month.

For six years, to coincide with lesbian, gay, bisexual or transgendered (LGBT) History Month, the school has celebrated its own Diversity Week. During this week, instead of following the normal timetable, each class reads and completes various activities related to a 'core' book. The books tackle a range of themes – from different families and gender stereotypes to LGBT historical figures such as Harvey Milk and celebrating civil partnerships.



The deputy headteacher, John Yates-Harold, provides suggested lesson activities for class teachers to use:

- *Elmer* by David McKee – Elmer the colourful elephant painted himself, pretending to be a grey elephant when he wasn't. The lesson looks at why he did this and why people might hide who they really are to 'fit in'.
- *It's Okay to be Different* by Todd Parr – The lesson explores gender-stereotypes and looks at celebrities, with an overarching message that affirms that all bullying is wrong.
- *No Matter What* by Debi Gliori – The children draw a family tree and a friendship map, linking in with the Stonewall 'Different families' scheme. The activities also lead into discussing different types of love – friendly, family and romantic.
- *The Boy With The Pink Hair* by Perez Hilton and Jen Hill – The story is about a boy who looks different to everyone else because of the colour of his hair and how he overcomes bullying. The children think about how they are the same and different, linking into bullying and phobias.
- *The Paper Bag Princess* by Robert Munsch and Michael Martchenko – This story subverts the traditional structure of fairytales and stereotypical 'princess' gender role. The children discuss relationships as well as sexism in the workplace.



- *Hello, Sailor* by Ingrid Godon and Andre Sollie – This story starts a discussion about keeping secrets and why it is difficult, particularly in relation to who you love.
- *The Harvey Milk Story* by Kari Krakow and David Gardner – This lesson looks at the concept of hope, fighting for rights and discrimination, following the class reading the non-fiction story of Harvey Milk.



At the end of the week, pupils have the opportunity to share the work they have produced with each other. Providing quality time in this way enables pupils to consider themes in depth and produce thoughtful and high-quality work.

Although the annual Diversity Week is a focal point, senior leaders know it is important to include

this work in the pupils' everyday learning experiences where appropriate.

Relationships with parents and carers

The books have been the most effective way of ensuring that parents and carers are on board with the work. Seeing the books and lesson plans helps to dispel any doubts in the minds of parents and carers. Having professional conversations with them also helps.

This transparency reflects the way the school operates in its relationships with families:

- Parents and carers are welcomed into the school for the first 10 minutes of the day to read with their child in Key Stage 1 or to do mathematics-based activities in Key Stage 2.
- Home visits take place before the children enter the Reception class so a positive relationship is built with families before the children actually start at the school.
- In the first week of school, Reception children attend for mornings only to allow parents and carers to meet staff on a one-to-one basis in the afternoons.

The school has fostered warm, friendly relationships between parents, carers and staff and also between children and staff with a healthy level of reciprocal respect.



The Stonewall 'Different Families – Same Love' posters are displayed around the school in public areas and in each classroom. This gives the clear message, which is echoed in the school handbook, that the school welcomes and values every parent, carer and family.

All staff feel confident with using inclusive language and will challenge each other if such language is not used.

Training

Senior leaders have worked hard to create an ethos of accepting, understanding and valuing the diversity of the school community. It is important that all staff buy into this ethos and, to this end, high-quality training is provided. This is led by the deputy headteacher or an external trainer such as a diversity consultant from [Stonewall](#). Robust systems are also in place for training staff who are new to the school.



Pupils' behaviour

Senior leaders ensure that the personal, social and health education (PSHE) programme supports the ethos of celebrating difference and challenging prejudice:

- It is complemented by the Social and Emotional Aspects of Learning (SEAL) scheme, which is given a high profile through weekly 'circle times' and assemblies. This is linked closely with the work done with the UNICEF's [Rights Respecting Schools](#) agenda.
- The 'rights-respecting language' permeates the whole school, from the individual class charters to lesson plans and displays.
- This is all underpinned by the [Golden Rules and Golden Time](#).

This cohesive approach creates an environment in which all children are supported to make positive choices and understand each other's differences.

This was recognised in the school's [last inspection in March 2012](#), when behaviour and safety were judged to be outstanding. The report says that 'behaviour is exceptional in this calm and harmonious school, contributing well towards trust between pupils and teachers.'

'We compare any inappropriate language with racist language. The children have a clear understanding that racism is unacceptable and therefore they very easily can see the link with all other forms of inappropriate language.' –Headteacher

Inspectors also noted that pupils 'understand extremely well the difference between right and wrong and

Good practice example: Schools
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respect each other, through the Rights and Respect agenda. In lessons they reflect on others' views. Pupils have an excellent understanding of different types of bullying, including cyber-bullying and homophobic and emotional bullying, such as name-calling and making others feel isolated.'

John Yates-Harold says: 'Any incidents of homophobic language in the past have been tackled swiftly, in the same way as we would tackle any form of prejudice-based language. We compare any inappropriate language with racist language. The children have a clear understanding that racism is unacceptable and therefore they very easily can see the link with all other forms of inappropriate language. What is heartening to see are those rare occasions when homophobic language happens and the children themselves tackle it. This empowers the children but also has more impact on the child using the language in the first place.'

The school is a [Stonewall Diversity Champion](#) and works closely with this organisation. A focus group of children from the school was involved in helping to shape Stonewall's latest film for primary school pupils, 'FREE', which conveys a powerful message about difference, diversity and respect. The deputy headteacher has produced a [series of lesson plans](#) to accompany each chapter of the film.

Conclusion

The key reason why The Jenny Hammond Primary School is so successful in tackling and preventing homophobia is because this sits very much at the heart of the school's whole philosophy. As Deborah Gibbon, headteacher, says, 'I'm proud to say that our diversity work provides a solid foundation for all our children to leave our school equipped with the skills to understand and accept the variety of people they will meet as they go forward into the 21st century.'



The good practice case studies that Ofsted publishes highlight specific examples of practice that providers of education, learning and children's services have used to achieve successful outcomes.

For education, the case studies do not recommend a single particular approach to teaching and learning. Ofsted has no preferred lesson structure or teaching style. We showcase and share a wide range of approaches that providers have found work well for them in achieving good outcomes for children, young people and learners.

Are you thinking of putting these ideas into practice; or already doing something similar that could help other providers; or just interested? We'd welcome your views and ideas. Get in touch [here](#).

To view other good practice examples, go to:
www.ofsted.gov.uk/resources/goodpractice.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Appendix 6

Additional references and resources for staff

Professional association links

ASCL: www.ascl.org.uk/help-and-advice/help-and-advice.finding-our-pride.html

NAHT: Resource exploring barriers to headship for LGBT+ staff: [www.naht.org.uk/ resources/ assets/attachment/full/0/74166.pdf](http://www.naht.org.uk/resources/assets/attachment/full/0/74166.pdf)

NASUWT: www.nasuwt.org.uk/advice/equalities/lgbti-teachers.html

NEU: www.teachers.org.uk/equality/lgbt

Support staff trade union links

GMB: <http://gmbshout.net/home.html>

UNISON: www.unison.org.uk/about/what-we-do/fairness-equality/lgbt/

Unite: www.unitetheunion.org/unite-at-work/equalities/equalitiessectors/lesbiangaybisexualandtrans/

Appendix 7

Terminology

The following terms relate to all aspects of LGBT+. It may be helpful to consider these terms when evaluating your school's approach to delivering the Equality Act. For instance, if any member of the school community is using derogatory terminology when referring to members of the LGBT+ community, what are the school's procedures in dealing with this? A failure to do so would, in effect, be illegal under the terms of the Equality Act. This list of terms may also be helpful in staff training and development around inclusion and diversity. This glossary of terms has been taken from the Barnardo's Safezone training information pack (Positive Identities Service, 2015).

Asexual

A person who is not interested or does not desire sexual activity.

Androsexual

A person who has sexual feelings towards men.

Binary gender system

A system that forces all people into two categories – man or woman, boy or girl. In this system, men and women are expected to look and behave in a particular way that is different to one another.

Biphobia

The fear or hatred of bisexual people.

Bisexual

A person who is attracted to women and men.

Cisgender

Used to describe someone whose gender assigned at birth matches their gender identity.

Coming out

A process when a person first admits to themselves their sexual identity and then tells someone/ others about their identity as lesbian, gay or bi. Normally state coming out/transitioning for transgender as it is part of the transitioning process whether or not they go on to have surgery.

Demisexual

A person who does not experience sexual attraction unless they form a strong emotional connection with someone.

Discrimination

When you are treated less favourably than someone else because of (for instance) your real or perceived sexual identity.

Gay

A male who is attracted to other males. Some girls and women prefer to refer to themselves as gay women rather than lesbian.

Gender dysphoria

A medical term for the condition whereby a person feels discomfort or distress because there is a mismatch between their assigned gender and their gender identity.

Gender identity

A person's internal self-perception of their own gender.

Gender fluid

Having an indefinite line between gender identity, having two or more genders, having no gender or moving between genders.

Genderless

Having no gender identity.

Gender stereotype

The assumption that boys and girls must carry out distinct roles.

Gynsexual

Anyone who only has sexual feelings towards women.

Heterosexual

A person who is attracted to people of the opposite sex. Also commonly referred to as *straight*.

Heterosexism

A system of beliefs and behaviours based on the assumption that heterosexuality is better than homosexuality. This is very closely related to homophobia.

Homophobia

The dislike, fear or hatred of lesbian and gay people. It is often used to describe prejudice towards bisexual and transgender people too, but the terms *biphobia* (the dislike, fear or hatred of bisexual people) and *transphobia* (the dislike, fear or hatred of transgender people) are becoming more commonly used.

Homophobic bullying

When a person's actual or perceived sexual or gender identity is used to exclude, threaten, hurt or humiliate them.

Homosexual

A person who is attracted to people of the same sex. Nowadays this term is rarely used by members of the LGB community to define themselves as, historically, it has been used to medicalise or criminalise LGB people. The terms lesbian, gay and bisexual are generally preferable.

Internalised homophobia

Negative feelings about being gay, lesbian or bisexual. This can negatively affect the way people see themselves.

Intersex

A person who is born with sexual anatomy, reproductive organs and/or chromosome patterns that do not fit into the typical definition of male or female.

Lesbian

A female who is attracted to other females.

LGBT

Acronym for lesbian, gay, bisexual, trans.

LGBTQ

An acronym limited to just lesbian, gay, bisexual, transgender and those who are questioning. It excludes all other sexual and/or gender identities.

LGBT+

LGBT+ is an acronym for lesbian, gay, bisexual, transgender and (+) all other communities that represent people with gender and sexual identities. The + stands for all other letters ... not just Q for questioning.

Non-binary

A gender that is neither exclusively male or female.

Out

Being open about one's sexual or gender identity.

Pansexual

A person who is attracted to others regardless of their biological sex, gender identity, or expression.

Pride

Festival to celebrate being lesbian, gay, bisexual or transgender.

Queer

A person who does not want to have their sexual identity reduced to an either/or term such as heterosexual or homosexual. Lots of different people identify as queer and many of them think that the binary gender system is too limiting. This term is often used by and about people who are traditionally seen as lesbian or gay. Although this term has been owned by the younger generation, many over the age of 40 still see it as a term of abuse. Many of the young are unaware of what it was like to be LGBT+ between 1950 and 2010, so encouraging a look back at the history of LGBT+ would be useful to help understanding.

Questioning

A person still trying to establish their identity.

Sex

A person's biological sex includes not only their genitals but also their internal reproductive system, their chromosomes and their secondary sexual characteristics such as breast, facial and body hair, voice and body shape.

Sexual identity

A term used to describe a person based on who they are attracted to. For example, a person attracted to the opposite sex might describe their sexual identity or orientation as straight.

Sexuality

Everyone has a sexuality – this is a term used to describe the ways in which people experience themselves as sexual beings and the ways in which they express this. It includes a person's sexual orientation, sexual practice and behaviour. It also involves cultural and social expectations and behaviours.

Skoliosexual

A potential sexual attraction to non-binary identified individuals.

Straight

A person who is attracted to people of the opposite gender.

Trans

An umbrella term which covers the entire trans community, encompassing anyone whose gender identity does not match the gender they are born with and/or people who identify as gender variant with regards to gender identity and expression.

Transgender

Often refers to someone who is transitioning (or who has transitioned) from one binary gender to the other, for example, someone who was assigned male at birth but identifies as female, or vice versa.

Transsexual

A legal/medical term to describe a person who was assigned one gender and has transitioned or is transitioning to live as the gender with which they identify.

Transition

When someone begins to live and present as the gender with which they identify.

Transman/F2M

A person who has been brought up by wider society as female, who sees themselves as male.

Transperson

Anyone who refuses to conform, or doesn't fit in with a binary gender system. They may identify as transman or transwoman or as something else entirely – such as genderqueer. There are many different trans identities, and trans does not only refer to people who have had (or want to have) gender reassignment surgery.

Transphobia

The dislike, fear or hatred of transgender people.

Transwoman/M2F

A person who has been brought up by wider society as male, who sees themselves as female.

Online glossary of terms

There is another excellent online glossary of terms available on the Kroma website:

www.kromalgbt.org.uk/info/glossary/.

Appendix 8

Acknowledgements

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Appendix 9

What next?

We aim for this guidance to be dynamic and continually evolving. To this end, we are happy to receive comments and suggestions about future versions of *Hampshire: a safe place to learn, a safe place to grow*.

Here is a list of additional features (amongst many) that could be covered:

- emotional health and wellbeing: are the needs of all potentially vulnerable groups being met, particularly from the LGBT+ community
- LGBT History Month
- Office of the Police Crime Commissioner Hate Crime Reporting Centres
- Office for National Statistics
- tour operators (what is the law around travelling abroad)
- Foreign and Commonwealth Office advice for travelling to certain countries (eg there are no-go areas within the USA)
- Peter Tatchell Foundation – promotes and protects the human rights of individuals, communities and nations in the UK and internationally
- All Out – a global movement for equality
- *Pink news* – politics, entertainment, religion and community news for the gay, lesbian, bisexual and transgender community in the UK and worldwide
- Trans Media Watch – a charity dedicated to improving media coverage of trans and intersex issues
- Football v Homophobia – challenges discrimination based on sexual orientation, gender identity and expression at all levels in football
- Kick it Out – football's equality and inclusion organisation
- Football Clubs LGBT+ Supporters, eg Fratton Fever (Portsmouth FC)
- Proud Canaries (Norwich FC)
- Football Association
- English Football League.

What do you think? What would be the most useful additions for schools?

Please send your suggestions and comments to:

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