



THE BIRMINGHAM LGBT TOOLKIT FOR SCHOOLS

MEETING THE EDUCATIONAL, SOCIAL AND EMOTIONAL
WELLBEING NEEDS OF PUPILS WHO IDENTIFY AS LESBIAN,
GAY, BISEXUAL, TRANS*, GENDERQUEER OR PUPILS WHO
ARE QUESTIONING THEIR SEXUAL ORIENTATION

A GUIDE FOR TEACHERS & SUPPORT STAFF

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Dedicated to Symon, Laura, Jennifer, Outcentral Youth Group and my partner Stephen

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Introduction

This year marks the 10th anniversary since the repeal of *Section 28* of the Local Government Act 1988. Many schools proudly teach about Lesbian, Gay, Bisexual, Trans* and GenderQueer culture and history but there is still a way to go.

As you will read in this toolkit there is still a lot of work to be done by schools to protect and celebrate the rights of Lesbian, Gay, Bisexual, Trans*, GenderQueer and sexually questioning staff and pupils.

Schools must consider the very structures that cause emotional harm to Lesbian, Gay, Bisexual, Trans*, Genderqueer and Sexually Questioning pupils. It is these very structures that cause barriers to learning, barriers to achievement and barriers to making a positive contribution to society for LGBTGQSQ pupils.

Schools must be active in their responsibilities to take down these barriers so that these pupils can leave school as confident and responsible citizens who can go out and make a positive impact in society.

Schools must consider the structures that cause different types of bullying, harassment and discrimination which currently occur in educational settings. Schools must reconsider their approach to tackling all types of bullying, harassment and discrimination to make their schools safe spaces for all staff and all pupils.

Schools must consider a change in their approach to meeting the needs of all pupils to enact an educational cultural shift so that equality and diversity can thrive within the school environment.

I've written this toolkit using my experience as a secondary school teacher, from collecting information found in academic and activist research but also from my experience of being a Gay pupil at a secondary school.

I experienced homophobia and homophobic bullying as a secondary school pupil – this experience still haunts me today – all of which was never addressed by the teaching and support staff at my school – I hope this toolkit can help you as teachers to make sure that doesn't happen to any pupil in your classroom and in your school.

Richard Barrie

Schools Development Officer, Birmingham LGBT

Glossary

Definitions are very difficult in the LGBTGQSQ community as people may identify themselves in different ways. The definitions are a general guidance but you may meet staff and pupils who do not necessarily identify with the definitions below.

Lesbian – Someone who identifies as female and is emotionally and sexually attracted to others who identify as female.

Gay – Someone who identifies as male and is emotionally and sexually attracted to others who identify as male.

Bisexual – Someone who is emotionally and sexually attracted to others who may identify as male or female.

Trans* - Someone who identifies that they are thinking, wanting or are transitioning or have transitioned to their gender that they feel most represents who they are as a person. See more details in the section of meeting the needs of trans* pupils.

Genderqueer – someone whose gender may be fluid or someone whose gender does not meet the gender binary. This could mean that Genderqueer people may have many types of sexualities, they may identify with a sexual orientation above or with a sexual orientation that is not listed above.

Sexually Questioning – someone who is unsure of their sexual orientation, may be questioning their sexual orientation or maybe finding their sexual orientation.

Note: Gender is more than the biological identification of sex of an individual e.g. male and female. It is the way pupils perform their gendered individual identities through their behaviour and actions (Butler, 1990).

Homophobia – negative attitudes (prejudice) and actions (discrimination) towards people who identify or are perceived to be lesbian or gay.

Transphobia – negative attitudes (prejudice) or actions (discrimination) towards people who identify or are perceived to be Trans*

Biphobia – negative attitudes (prejudice) or actions (discrimination) towards people who identify or are perceived to be Bisexual.

Heteronormativity – structures and practices that promote and reinforce heterosexuality as the norm and presumes that everyone is heterosexual unless otherwise stated.

What does Ofsted say about meeting the needs of LGBT pupils?

One of the principles of an OFSTED inspection is to assess the inclusivity of the school environment so that it 'meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.' (OFSTED, 2012, p. 14).

In 'The Framework for School Inspection' under the 'Behaviour and Safety at School' section OFSTED considers that the behaviour of pupils towards other pupils and the way that schools enable pupils to be free from bullying, harassment and discrimination in the context of the Equality Act 2010 is an aspect that they will assess when undertaking an inspection, this includes sexual orientation and gender.

OFSTED also considers the role the teacher plays in not just only managing behaviour in their classroom but the way they allow **ALL** pupils to 'have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.' (OFSTED, 2012, p.19).

It is important for schools to demonstrate ways that they are enabling pupils who are LGBTGQSQ to be free from discrimination and to demonstrate ways that they are dealing with homo, bi and trans* phobic bullying.

For teachers this is a case of following and implementing school policies that relate to this area and to take opportunities within the Curriculum to demonstrate ways that they are enabling LGBTGQSQ pupils to be free from discrimination in the classroom so that they are able to flourish and succeed.

A school must be a safe place where an LGBTGQSQ pupil is able to be free from discrimination, harassment and bullying and all staff must ensure that all policies are put into practice and to have equality and diversity practices implements across the whole school.



Why is this important for schools?

Why does Homophobia need to be tackled in schools?

79.1% of LGBT people under the age of 35 reported that when they were secondary school pupils their school did not address homophobic or transphobic bullying. (Wood, Keeble & Viney, 2011)

Homophobic bullying is a serious issue and is prevalent in schools (Adams, Cox and Dunston, 2004; Hunt and Jenson, 2007; De Palma and Atkinson, 2008). Heteronormative classrooms oppress and suppress the LGBTQ voice (De Palma and Atkinson, 2008). Homophobic bullying often goes unchallenged by staff (Buston and Hart, 2001; Guasp, 2009; Guasp, 2012) and bullies frequently go undisciplined (Buston and Hart, 2001; Hunt and Jenson, 2007, Guasp, 2009; Guasp, 2012).

It is this justification for schools to tackle homo, trans* and bi phobia and to implement a cultural change in their school to meets the needs of LGBTGQSQ pupils so that they are able to enjoy and achieve in a safe and LGBTGQSQ friendly environment.

Homophobia and homophobic bullying is common within the school context (Hunt and Jenson, 2007) and that schools reinforce heterosexual behaviour as the common expectation (DePalma and Atkinson, 2008). Several studies have found that homophobic bullying and a lack of knowledge amongst staff and pupils about homosexuality is the norm (Biddulph, 2006; Hunt and Jenson, 2007; De Palma and Atkinson, 2008; Guasp, 2009; Guasp, 2012).

For LBGTGQSQ young people many of these aims and outcomes are absent from their lives. They are unable to be healthy and stay safe due to discrimination, harassment and bullying they may experience at school, in the community and at home.

Research has shown that LGBTGQSQ young people may experience the following:

- Internalised homo, bi or trans phobia – the individual has their own issues relating to the acceptance of their own sexuality and/or gender.
- Homo, trans* or bi phobic bullying from peers including physical, verbal and sexual assault.
- Higher risks of self – harming compared to their heterosexual counterparts.
- Higher risks of suicide and suicide ideation compared to their heterosexual counterparts.
- Higher risks of depression and other mental health issues compared to their heterosexual counterparts.

Challenging Attitudes and Prejudice in your school environment

What are the best ways to deal with homophobic bullying?

Staff can be responsible by dealing with homo, trans*, bi phobic and sexist comments immediately. 'Gay' is the most derogatory term used by pupils and it must be dealt with immediately. A zero tolerance approach is the most effective approach to eradicating homophobia in schools. Staff must challenge pupils use of language at ALL times. This can only be effective if it is supported by the Senior Management Team within the school. Dealing with behaviour that could be perceived to be homo, trans* or bi phobic is important as it demonstrates to pupils that homo, trans* and bi phobia is not tolerated in the school environment. This includes the whole school environment and staff need to be vigilant during break times to deal with homo, trans* and bi phobia.

Much of this happens within the school environment when staff are not present but it is still happening within school grounds. It is the duty of the school to protect all pupils from homo, trans* and bi phobia under the Equality Act 2010. Schools must have systems in place that encourage and facilitate the anonymous reporting of these types of incidents so that these can be dealt with by designated staff.

Contact with parents is vital for both the pupil who is experiencing the bullying and the pupil that has carried out the bullying. An inclusive approach to dealing with bullying is important so that parents can speak to their child and support their child's behaviour and learning within the school environment. It is up to the school to use appropriate behaviour management policies and techniques to discipline the child that has been using homo, trans* or bi phobic language or who has been homo, trans* or bi phobic to another pupil. It is recommended that this type of pupil is taught about equality and diversity and also about the LGBTGQSQ community so they have a better understanding and are educated to be respectful to pupils who come from other cultures.

It is also recommended that pupils are taught about the law: e.g. cyber bullying – pupils could face prosecution under the Malicious Communications Act (1988) or the Protection from Harassment Act (1997). If the pupils are aware of their legal responsibilities then this should discourage pupils from sending malicious communications as a form of cyber bullying.

Why do staff need to be responsible for the safeguarding of Lesbian, Gay, Bisexual, Transgendered, Genderqueer and Sexually Questioning pupils in their school?

Research has shown that schools are not doing enough to meet the needs of LGBTGQSQ pupils and that homophobia is still rife within school environments. There is little or no action taken by schools to meet the LGBTGQSQ needs of pupils and there are few whole school initiatives undertaken by schools to make their schools LGBTGQSQ friendly. Teachers and school staff may question the need for schools to be LGBTGQSQ friendly, however the

following evidence demonstrates the need for schools to engage with a pupil identity that is currently not having their needs met by their educational providers.

Meeting the needs of LGBTSQ pupils

'More than 7 out of 10 LGBT respondents under the age of 35 indicated that there had been no sexual orientation discussions at school.'

(Wood, Keeble & Viney, 2011)

As has already been outlined in this booklet, LGBTGQSQ pupils many face factors that are potentially damaging to their health and wellbeing. Schools have a duty of care for these pupils under the Equality Act 2010 so that these pupils are free from harassment, victimisation, discrimination and bullying. One way schools can meet the needs of LGBTGQSQ pupils is to allow pupils access to their culture through LGBT heritage, history and culture projects provided by LGBT organisations. Each February is LGBT History Month. Birmingham LGBT run cultural events during this month about LGBT heritage that would be suitable for young people. These range from exhibitions to performances and talks produced by established members of LGBT community. Birmingham LGBT run SHOUT festival which is a queer arts and film festival and these events run throughout the year.

For more idea's and guidance go to:

| | | |
|--------------------|---------------|--|
| Birmingham LGBT | 0121 643 0821 | www.blgbt.org http://www.blgbt.org/centre/ |
| SHOUT Festival | 0121 643 0821 | http://www.shoutfestival.co.uk |
| Healthy Gay Life | 0121 440 6161 | http://www.hgl.nhs.uk/ |
| LGBT History Month | | http://lgbthistorymonth.org.uk/ |
| Schools Out | | teaching@schools-out.org.uk http://the-classroom.org.uk/ http://www.schools-out.org.uk/ |
| Stonewall | | http://www.stonewall.org.uk/ |

Meeting the needs of LGBTGQSQ Pupils who identify as having a disability

Schools may find that they have pupils who identify as LGBTGQSQ and also identify as having a disability. This means that schools need to ensure that they are meeting the needs of these pupils. Pupils may experience prejudice relating to their disability and sexual orientation and schools need to address these matters equally and seriously.

Meeting the needs of LGBTQSQ pupils who identify as Black, Asian or Minority Ethnic (BAME)

Birmingham is a multi – cultural and vibrant city with a diverse population

The estimated population of England is currently 52 million citizens. Just over ten percent of this population live within the West Midlands Region (ONS, 2009). Birmingham as a vibrant and cultural city has a population of just over 1 million residents and just over one third of its residents are identified as BAME (ONS, 2009). Within the region of the West Midlands cities such as Birmingham, Coventry and Wolverhampton have their own LGBT communities and identities, hence the need for specific toolkit to support schools in meeting the needs of LGBTQ pupils.

The school population of Birmingham is much more diverse as just under 100,000 children come from BAME backgrounds whereas just over 126,000 children come from a White British background. However, the school population of Birmingham shows that just over half of pupils come from BAME backgrounds and just under half come from White British backgrounds.

There is no census data on the amount of LGBTQSQ pupils within secondary schools in Birmingham. As a whole there are very few statistics available for population of LGBTQSQ people in Great Britain as a whole.

The cultural backgrounds of LGBTQSQ pupils are very important as it can have an effect of their mental well-being. Pupils can be struggling with internalised homophobia because of conflicts between their culture and their own sexual orientation.

Another issue is one of faith, all religions promote equality and understanding to hearing the voices of other groups in society. There is a connection between religions and religious denominations and attitudes towards sexual orientation (DfE, 2012). Teachers need to be aware of pupils faiths and cultural backgrounds to ensure that the pupils have their needs met. Schools need to be aware about teaching about sexual orientation and those schools with high numbers of pupils from multi-faith backgrounds there may be conflict in beliefs. **It is important to teach pupils about all the different types of diverse populations in society.** This includes the LGBTQSQ population and all pupils need to be taught about sexual orientation and gender to dispel the myths that pupils may have about this group.

Teachers need to teach pupils that this is about respect and that religions allow other groups to listen to other diverse groups as when they go out to work or study at college and University they may be working or studying alongside people who are LGBTQSQ in the future.

Meeting the needs of Trans* Pupils

'70% of pupils who identify as Gender Variant experience transphobic bullying' (EHRC, 2009)

The Equality Act 2010 outlawed discrimination towards pupils who identify as transgender. In this case it is defined as any pupil who is taking **any** steps to transition gender. It also means that pupils undergoing gender reassignment surgery are protected by the law which means schools must provide positive action to meet the needs of the pupil.

This means that schools cannot discriminate against their trans* pupils in the following ways:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupil access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

(DfE, 2012)

Schools need to be adaptable in their approach to uniform so that a pupil who is transitioning are having their needs met (DfE, 2012).

Teachers must not treat transgender pupils differently or highlight that a pupil is transgender to the rest of the class and may cause the trans* pupil to feel uncomfortable or victimised.

You can contact Birmingham LGBT – T: 0121 643 0821 or W: <http://www.blgbt.org/contact/>

Gender Matters is a Midlands based organisation that supports those who are transgender – W: www.gender-matters.org.uk – T: 01902 744424 – E: info@gender-matters.org.uk

Note: Schools also must protect the rights of pupils whose parents identify as transgender (DfE, 2012).

Staff Training

Research has shown that the most effective method for tackling homophobia in schools and also ways for schools to meet the needs of pupils who identify as LGBTGQSQ is staff training.

Staff training in equality and diversity including LGBTGQSQ issues is one of the most important aspects of improving the educational experiences for young people who identify as LGBTGQSQ.

Training raises awareness of LGBTGQSQ issues for staff. Teaching staff are often overburdened by having to implement curriculum initiatives, maintain assessment for learning with high loads of marking. They have to deal with pupil's behaviour and also have to manage relationships with pupil's parents.

Teachers have to undertake planning for the curriculum including teaching and learning, planning for or undertaking performance management observations, managing and dealing with other staff. With such a high workload a change can often cause stress for staff.

Training about equality and diversity can address homophobia in schools and can support staff to meet the needs of LGBTGQSQ pupils and can be beneficial in managing pupil behaviour and can create a respectful environment for equality and diversity.

Training can give staff information that is useful in the classroom and can address any queries that staff may have about LGBTGQSQ issues.

Training can help to inform school policies that can be beneficial for both staff and pupils in creating a safe environment free from discrimination and welcoming to all.

For more advice go to:

Elly Barnes, LGBT Schools Adviser, Birmingham City Council,
LGBT and Diversity Coordinator Educate and Celebrate,

<http://www.ellybarnes.com>

[07748102859](tel:07748102859)

Teaching about Diversity through Personal, Social, Education, Sex and Relationships Education and Citizenship

The non – statutory curriculum for Personal, Social, Health and Economic Education at key stage 3 and 4 means that schools can deliver information to pupils about personal identities, relationships and diversity.

The National Curriculum for PSHE at key stage 3 and 4 states that pupils must appreciate ‘that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.’ (QCA, 2007) It also states that at key stage 3 that pupils should learn about ‘different types of relationships ... and people of the same sex, including civil partnerships.’ (QCA 2007) The curriculum for PSHE outlines the need for this to be learning to be developed by pupils at key stage 4 and for pupils to learn how to challenge homophobic bullying.

There is a clear need for schools to meet the requirements of its LGBTGQSQ pupils by teaching and gender and sexual orientation in PSHE and to address issues about homo, bi and trans* phobia.

There is also opportunity for schools to teach about diversity and sexuality in statutory forms of the curriculum under Citizenship and Religious Education.

In the Religious Education curriculum there is opportunity for pupils to study identity, diversity and belonging. Under range and content for this section of the curriculum it clearly outlines that pupils could learn about relationships, sexuality and discrimination when learning about philosophical and ethical issues.

In the National Curriculum for Citizenship there are opportunities for pupils to study issues surrounding sexuality under the range and content section of this curriculum. Pupils must learn about ‘the origins and implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities’ (QCA 2007) and also the development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the vote) in the UK (QCA, 2007).

This evidence strongly indicates that lessons including LGBTGQSQ information can be used across the curriculum both at key stage 3 and 4 in PSHE, Citizenship and Religious Education by schools in England, Wales and Northern Ireland.

Teaching about diversity across the Curriculum

| Subject | Key Stage 3 | Key Stage 4 |
|-----------------------|--|---|
| English | Pupils could learn about Oscar Wilde as his texts are suggested for the Key Stage 3 curriculum. | 3.2 Reading: The range of non-fiction and non-literary texts studied should include: 3.2.h) forms such as journalism, travel writing, essays, reportage, literary nonfiction, print media and multimodal texts including film and television. Pupils could learn about issues such as marriage equality and evaluate articles. Pupils could |
| Maths | 1.3C Recognising the rich historical and cultural roots of mathematics. Pupils could study Alan Turing, 'father of computer science' and is acknowledged as formalising concepts such as algorithms. | 3.3 Statistics – pupils study the School Report about Homophobic Bullying by Stonewall. Pupils can then carry out their own survey and map their results using measures of central tendency. |
| Biology And Chemistry | 2.2 Critical Understanding of Evidence. a) obtain, record and analyse data from a wide range of primary and secondary sources, including ICT sources, and use their findings to provide evidence for scientific explanations. Pupils could investigate different viewpoints on scientific explanations for transgender and contrast them with other viewpoints. | 4a) Applications and Implications of Science – pupils are to learn about the use of contemporary scientific and technological developments and their benefits, drawbacks and risks. Pupils could study trans* biology as part of their curriculum. |
| Physics | Sally Ride – Female Astronaut 3.4b) astronomy and space science provide insight into the nature and observed motions of the sun, moon, stars, planets and other celestial bodies | Sir Arthur Stanley Eddington – Astrophysicist. 8c) the solar system is part of the universe, which has changed since its origin and continues to show long-term changes. |
| History | The Holocaust – looking at symbolism and the Pink Triangle and Black Triangle of the Concentration Camps. Reading testimonials about LGBT survivors | Completing a project on the LGBT Rights Movement throughout the 20 th and 21 st Centuries and pupils can produce posters and articles on key milestones in LGBT History. |

| | | |
|------------------|--|---|
| | of the concentration camps. | |
| Geography | 3a) a variety of scales, from personal, local, regional, national, international and continental, to global Pupils could look at either where it is legal or illegal to be LGBT and look at the local perspective of Birmingham as a vibrant multi-cultural city where people of all diversities live together and then look at LGBT rights issues in Uganda. | Pupils could look at either where it is legal or illegal to be LGBT and look at the local perspective of Birmingham as a vibrant multi-cultural city where people of all diversities live together and then look at LGBT rights issues in Uganda. |
| Drama | Pupils could create role plays that deal with homophobic bullying and prejudice. Then have a class discussion about tackling homophobia in schools. | Pupils could create role plays that look at different types of families where there are LGBT parents and/or children. Then discuss this afterwards. |
| ICT | 3e) the impact of ICT on individuals, communities and society, including the social, economic, legal and ethical implications of access to, and use of, ICT. Pupils could study Alan Turing – enigma code breaker and computer scientist. | 3d) the impact of ICT on individuals, communities and society, considering the social, economic, legal and ethical implications of access to, and use of, ICT. Lynn Conway, Computer Scientist who identifies as Transgender. Worked for IBM and created technology that allowed computer processors to work faster. |

For more idea's go to:

LGBT History Month <http://lgbthistorymonth.org.uk/>

Schools Out <http://the-classroom.org.uk/>

<http://www.schools-out.org.uk/>

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

A Whole **School** Approach to Meeting the Needs of LGBTQSQ pupils

The whole school must be a safe space for LGBTQSQ pupils to enjoy and achieve in their learning so that they become empowered citizens who can make a positive contribution to society.

Policies - schools must ensure school policies are enforced across the whole school at all times, this is vitally important from the senior management team through to pupils and that all staff and pupils are following all relevant policies that relate to gender and sexual orientation and that policies are enforced when issues arise in this area.

Ethos – most schools have an ethos that centre's around developing learners to achieve. This must be applied to all pupils and to make all pupils and staff aware that homo, bi and trans* phobia would contravene the ethos of the school. It is important to consider the LGBTQSQ pupil and to ensure that they are meeting the school ethos by providing suitable provision for the LGBTQSQ pupil so that they are free from discrimination, harassment and bullying.

Pastoral Care – schools can provide counsellors for LGBTQSQ pupils to talk about their gender and sexual orientation should they want to talk to someone about it. Schools could provide counsellors to pupils whose parents are LGBT as they may want to talk to someone about it as they may have never talked to anyone about their parent's gender and sexual orientation. Pastoral staff are essential in identifying any homophobia that is happening out of lessons and they need to deal with it immediately. Schools must enable their pupils to have confidence to talk to their tutors about their sexual orientation and staff must have equality and diversity training to understand more about LGBTQSQ culture.

LGBT History Month – each February is LGBT History Month and the charity LGBT History Month run events during this month but also all year round. Each school could run collapsed timetable cross – curricular days so pupils could have the opportunity to learn about LGBT History. This whole school approach allows schools to show their support for equality, diversity and respect in society – see <http://lgbthistorymonth.org.uk/> for details. Schools could also recognise important days on the calendar for LGBTQSQ culture and history.

Posters – Schools must have diversity posters in each classroom and around the school about gender and sexuality and equal rights.

Equality Campaigns – the school council supported by staff can run equality campaigns to raise awareness about the types of diverse identities living in society.

A Whole **Community** Approach to Meeting the Needs of LGBTQSQ pupils

Schools and departments within schools could work with organisations to meet the needs of LGBTQSQ pupils. Schools could work with LGBTQSQ parents to create a diverse school that meets the needs of all pupils. Schools could have role models come into school to give talks and presentations to pupils about being LGBTQSQ. Schools could have health and well-being services come into school to give presentations that may be relevant for LGBTQSQ pupils.

Schools must work with LGBTQ rights organisations to meet the needs of LGBTQSQ pupils. These organisations can run cross – curricular projects or give presentations about LGBTQ culture and history.

To attend events run by LGBTQ rights organisations so that pupils can learn about their LGBTQ culture and access to their heritage and for other pupils to attend to learn more about equality and diversity and understand LGBTQ cultural viewpoints of society.

Living Out Uniting Diversity (LOUD) Groups

Obviously the whole school must be a safe space for pupils to enjoy and achieve in their learning. LOUD groups are a great opportunity for pupils to be able to express their identities where LGBTQSQ pupils and their peers can socialise and talk about their beliefs, values and attitudes. Research has shown that LGBTQSQ pupils are more likely to enjoy and achieve where they have safe spaces to express their identities. A member of staff could set the group up for the pupils and then pupils could then plan types of activities that they would like to do at their LOUD group. Pupils would be able to lead, manage and take ownership of the group with the support of a member of school staff.

LGBTQ Youth Groups

There are a range of LGBTQSQ Youth Groups in the City of Birmingham. There is OutCentral, OutEast and OutNorth. These groups will often have LGBTQ role models come in and give talks and also will discuss LGBTQ issues and look at LGBTQ history and cultural heritage. The youth groups will also go on visits and undertake group activities that promote confidence, self – esteem and independence. Schools must signpost pupils to these services on both an individual basis and also by highlighting these youth groups in lessons as this would make pupils aware that there are youth groups for LGBTQSQ pupils available in the city. This could be undertaken in PSHE lessons from Year 7 – 13.

OutCentral – Birmingham City Youth Service – 07826 873 458

OutEast – Birmingham City Youth Service – 07917 172 554

OutNorth – Birmingham City Youth Service – 07795 611 781

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