Gender identity and sexual orientation

How to make your boarding school LGBT+ friendly

March 2016
2nd Edition
<table>
<thead>
<tr>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2. Useful vocabulary and definitions</td>
<td>2</td>
</tr>
<tr>
<td>3. Where to start</td>
<td>3</td>
</tr>
<tr>
<td>4. Key LGBT+ legislation</td>
<td>5</td>
</tr>
<tr>
<td>5. LGBT+Inclusive curriculum</td>
<td>8</td>
</tr>
<tr>
<td>6. How to create an inclusive environment</td>
<td>9</td>
</tr>
<tr>
<td>7. Community</td>
<td>10</td>
</tr>
<tr>
<td>8. How to access LGBT+ training and resources</td>
<td>11</td>
</tr>
<tr>
<td>9. Conclusion</td>
<td>12</td>
</tr>
</tbody>
</table>

### Introduction

Teachers, educators, leadership teams, governors and parents have opportunities everyday to ‘usualise’ (Sanders 2010) LGBT people through formal and informal settings as a method to eradicate discriminatory language, educate about LGBT+ people in history and to eradicate bullying. But do we take those daily opportunities to make our learners aware of the existence of LGBT+ people?

NATCEN Social Research in 2014 found that:

- A whole school integrated approach was regarded as working better than only using stand alone teaching on HBT bullying specifically
- HBT bullying reduction was seen as more successful when teaching about LGBT people and was incorporated into teaching throughout the curriculum
- Having an approach to challenging HBT across the schools activities and involving the whole school is ‘seen as working’.
- Being clear with faith leaders (who are hostile to LGBT) that HBT bullying is about relationships and bullying and not about sex

Also in 2014 further research analyzing the detrimental effects of homophobia, biphobia and transphobia in our schools can be read in the Stonewall School Report, Youth Chances, NUT Prevalence of Homophobia surveys along with a plethora of research outlining potential effective methods for creating an LGBT+Inclusive environment (Marshall 2008), (DePalma, Atkinson 2009), (Szalachla 2008) and (Toomey et al 2012).

However, for us to achieve the recommended whole school approach there is still very little in the way of accessible and effective LGBT+ resources for the classroom. This briefing paper sets out guidance in how to access training and free resources to make your boarding school LGBT+ Friendly to give confidence to staff, students, parents and governors to go forward and create positive institutional change.
Useful Vocabulary and Definitions in 2016

What is LGBT+?

Lesbian – A woman who is emotionally, romantically and sexually attracted to other women

Gay – Attracted to people of the same sex

Bisexual – Attracted to men and women

Trans – Someone whose gender identity is different from the one they were assigned at birth

+ – Is a global term for all gender identities and sexual orientations

Further commonly used vocabulary

Questioning – Someone who is questioning their sexual orientation or gender identity

Intersex – A term used for people who are born with external genitalia, chromosomes, or internal reproductive systems that are not associated with either a “standard” male or female

Asexual – not interested in or does not desire sexual activity, either within or outside of a relationship

Genderqueer – A term used by individuals who identify as neither entirely male nor entirely female

Heterosexual – Used to describe men who are attracted to women and women who are attracted to men

Pansexual – Attracted to individuals; including men, women and trans people

Gender Identity – The individual identification of a person's gender, as defined by that person

Heteronormativity – A viewpoint that expresses heterosexuality as a given instead of expressing that there are many other possibilities e.g. assuming that a boy will grow up to marry a woman whereas a boy could grow up to not marry anyone, marry a man, a trans person etc...

Cisgender – Referring to an individual who identifies as the gender they were assigned at birth

Homophobia, Biphobia and Transphobia – Negative attitudes and feelings towards LGBTQIQ+ (Lesbian, Gay, Bisexual, Trans, Queer, Intersex) people

Where to Start

Schools often display welcome messages of how we respect everyone in our school – but who exactly is everyone?

The Equality Act 2010 asks us to recognise different groups of people called the ‘protected characteristics’, which ensure by UK law that all of the following groups are treated ‘equally and fairly’:

- Age
- Disabilities
- Gender
- Gender Identity
- Marriage
- Pregnancy
- Race
- Religion
- Sexual Orientation

In our schools we ensure provision for students with disabilities through our SENCO, we celebrate faith in assemblies and through RE lessons, there is equal access to the curriculum for different genders, but what are we doing to fulfill the needs of our LGBT+ students, teachers, parents and governors?

Firstly, what matters is that you as a school believe a student when they talk to you about their sexual orientation or gender identity. Sexual orientation and gender identity can also be fluid and can change over time too. Both are OK.

In terms of legislation all schools in England, Wales and Scotland, irrespective of how they are funded or managed, have obligations under the Equality Act 2010

Gender Identity/Reassignment is one of the Protected Characteristics of the Equality Act 2010:

- A child has the protected characteristic of gender reassignment as soon as they make their intention known to someone whether that is at school at home or elsewhere

As soon as they identify and propose their gender is different from the sex they were assigned at birth they are protected

They do not have had to have any medical procedures

TO ENSURE A STUDENT IS GIVEN THIS PROTECTION THE FOLLOWING SHOULD BE FOLLOWED:

From the moment you are aware of the child’s intention to transition you must use their correct gender in all matters including:

- Wearing the uniform which reflects their gender identity rather than their biological sex if this is what the child wants
- Being addressed by their pronoun of choice (he, she, they, zie)
- Being addressed by their chosen name
- Using the bathroom, which reflects their gender identity rather than their biological sex
- Changing official paperwork to their identified name, pronoun and gender
- Giving the child a trained mentor
- Ensuring your school has an equality statement that includes all the protected characteristics of the Equality Act 2010

Where to Start

Where to Start

Where to Start

Where to Start

Where to Start
Remember that all children including Trans children have a right to privacy. Fortunately most parents are supportive of their child’s gender identity. In cases where the parents are not you should remember that you are supporting the child. Confidential information does not have to be shared with parents unless you feel it’s a safeguarding issue or the child has requested your help in talking to their parents/guardians.

Useful links:
Changing your name and title. A fact sheet for trans and non-binary people
http://uktrans.info/namechange#4

Gender Identity Online Training for staff. This could be used in a staff training session or request for staff to take the training at an allocated time:
http://www.nlmscontent.nesc.nhs.uk/sabp/gv/

Notably a whole-school approach proves most effective in ‘getting the culture right’ (Tomlinson et al 1999). When we recognise the thousands of conversations that occur each day in a boarding school community, we realise that ‘our business is utterly about the people and the way we treat each other’ (Tomlinson et al 2009) ‘a common aspect to good practice schools is that all staff are involved with the training and the ethos, this is what make these schools sustainable’ (Ofsted inspector, personal interview, May 2013)

By following the guidance we can inform and educate staff, students, parents and governors to be ‘less constrained by lack of knowledge’ (Carlile 2012) and understand that ‘sexual orientation’ and ‘gender identity’ are to be brought in line with ‘race and nationality’, ‘age’, ‘gender’, ‘religion and belief’ and ‘disabilities’ according to the Equality Act 2010.

Refusing to decouple politics from pedagogy means, in part, that teaching in classrooms or in any other public sphere should not only simply honour the experiences students bring to such sites, including the classroom, but should also connect their experiences to specific problems that emanate from the material contexts of their everyday life’ (Giroux 2004).

It is essential for boarding schools and for teaching purposes that all members of the community are aware of current legislation with regards to LGBT+Inclusion.

1967 – Legalisation of homosexuality
1990 – Decision to remove homosexuality from the International Classification of Diseases of the World Health Organization (WHO)
2000 – Her Majesty’s Armed Forces removed its ban on LGBT individuals serving openly
2001 – The age of consent was equalised, regardless of sexual orientation
2003 – Section 28 repealed by the Labour Government
2004 – Gender Recognition Act allowing trans people to change their legal gender. Came into effect 4th April 2005

2010 – Equality Act 2010
2012 – Ofsted Criteria from ‘Behaviour and Safety’ judgment
To achieve Outstanding:
• Schools must tackle all forms of bullying and harassment including cyber-bullying and prejudice based bullying related to SEN, Sexual Orientation, Sex, Race, Religion, Belief, Gender Reassignment and Disability

2014 – Update to Ofsted briefing ‘Exploring the school’s actions to prevent and tackle homophobic and transphobic bullying’

PRIM ARY INSPECTORS EXPLORE WHETHER:
• Pupils ever hear anyone use the word ‘gay’ when describing something, or whether they have been told by teachers that using the word ‘gay’, to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong
• Pupils ever get picked on by other children for not behaving like a ‘typical girl’ or a ‘typical boy’
• Pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)
• Pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.
SECONDARY INSPECTORS EXPLORE WHETHER:

• There is any homophobic bullying, anti-gay derogatory language or name calling in school or on social media sites

• If a gay pupil was ‘out’ in school, that pupil would feel safe from bullying

• They have learned about homophobic/transphobic bullying and ways to stop it happening in school

• They learn in school about different types of families – whether anyone is, or would be, teased about having same-sex parents.

• There is any homophobic bullying or derogatory language about staff

• Someone - pupil or teacher - who thought of themselves as the opposite gender, feels safe and free from bullying at school

The full document can be downloaded from http://www.educateandcelebrate.org/resources/2014 – The Legislation to allow same-sex marriage in England and Wales was passed by the Parliament of the United Kingdom in July 2013 and came into force on 13 March 2014, and the first same-sex marriages took place on 29th March 2014

Legislation to update in your school

Ensure LGBT+ people and relationships are visible and represented within your school policies as listed below. Ensure through the policies that homophobic, biphobic and transphobic bullying are effectively challenged and eradicated:

- Equal Opportunities policy (Refer to Equality Act 2010)
- Sex and Relationships policy (using Ofsted guidance ‘Not yet Good Enough/supplementary SRE guidance 2014)
- Anti-bullying policy
- Behaviour policy
- Inclusion policy

Relevant boarding schools national minimum standards include:

STANDARD 3 – HEALTH AND WELL-BEING

• The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary

STANDARD 5 – BOARDING ACCOMMODATION

• 5.3 Toilet and washing facilities provide appropriate privacy for boarders

STANDARD 11 – CHILD PROTECTION

• The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State

STANDARD 12 – PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS

• 12.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:
  • measures to combat bullying and to promote positive behaviour;
  • school rules;
  • disciplinary sanctions;
  • when restraint is to be used; and
  • arrangements for searching pupils and their possessions

• 12.2 The policy complies with relevant legislation and guidance and is understood by staff and students

STANDARD 16 – EQUAL OPPORTUNITIES

• Boarders do not experience inappropriate discrimination because of differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

The full document can be downloaded here

LGBT + Inclusion in the School Curriculum

Schools are asked to demonstrate transparency for inspections, this could be presented through policies or display, however ‘it is widely agreed that the technology of transparency embedded in audit is not a good procedure for understanding how organisations really work’ (Strathern 2010). This strongly suggests an embedded curriculum and teacher-student conversations, formal and informal, are more productive and sustaining in the change process. Inspections can audit but ‘cannot get at the real productivity of the knowledge being generated (Strathern 2010).

An LGBT+Inclusive curriculum takes a wider approach to creating whole school change by utilizing all members of staff in their classrooms, encourages participation and moves away from ‘the most common ‘anti-bullying’ approach that is only concerned with establishing a pre-emptive intervention against violence’ (Szalacha 2003). As educators we need to start at the route of discrimination, which lies firmly in educating our young people. To achieve this we need to equip our teachers with the knowledge and skills to advocate inclusion, including ‘an accurate portrayal of the roles and contributions of gay, lesbian, bisexual (trans) people throughout history, with an acknowledgement of their sexual orientation’ (NEA 1995, p.1) and gender identity. Our teachers must ‘change, and not simply mirror our society’ (Casper & Schultz 1999, p.15).

The Schools White Paper ‘The Importance of Teaching’ (DFE 2010) outlines how schools should be free to use their own professional judgement about how they teach by stating that ‘The new national curriculum will not specify the methods teachers use’ (DFE 2010). LGBT+Inclusion fits perfectly into this model by offering teachers the new pedagogy of ‘Usualising’ and ‘Actualising’ (Sanders 2010).

‘Usualising’ makes our learners aware of the everyday existence of LGBT+ people by referencing LGBT+ people in our lessons; this leads to ‘Actualising’ where having established a new language we can then make LGBT+ people real by, for example, having a discussion on LGBT+ rights.

Key Dates on the school calendar where you can be LGBT+Inclusive:

- **November**: Anti-Bullying week [http://www.antibullyingweek.co.uk](http://www.antibullyingweek.co.uk)
- **February**: LGBT History Month [http://lgbthistorymonth.org.uk](http://lgbthistorymonth.org.uk)
- **May 17th**: IDAHOT International Day against Homophobia and Transphobia [http://dayagainsthomophobia.org](http://dayagainsthomophobia.org)

Support to help you deliver LGBT+Inclusive lessons:

Classroom resources can be downloaded for from the Educate & Celebrate website [http://www.educateandcelebrate.org/resources/](http://www.educateandcelebrate.org/resources/) including:

- **PRIDE** in Early Years Book Collection. A set of 12 picture books about different families
- **PRIDE** in Primary Education Book Collection. A set of 22 story and picture books about diversity to be used in language and literacy and in the school library
- **PRIDE** Songbook. 25 original songs to accompany the books with lyrics, chord sheets and actions
- **PRIDE** in Secondary Education Book Collection. A set of 22 LGBT+Inclusive teen fiction books for use in the library and in English lessons
- Lesson plans with accompanying PowerPoint’s and worksheets in all subject areas and in all key stages
- Assembly PowerPoint’s
- Policy and Guidance to help you update your school policies
- Exemplar policies for primary and secondary phase
- PowerPoint’s to help you deliver staff meetings

How to Create an LGBT + Inclusion Environment

Visibility is key to raising awareness and ensuring that all in our communities feel safe and confident to be who they are without fear of discrimination. Here are some examples of environmental ‘Best Practice’ from schools across the UK.

- **Welcome message**
  - Incorporating all the protected characteristics from the Equality Act 2010

- **Equality Pledge**
  - For all visitors to read and sign at reception

- **Display**
  - In the corridors, library, reception and in other key areas around the school showcasing students work from the curriculum
Engaging and empowering young people to challenge homophobia, biphobia and transphobia through a group or club to increase the visibility of different gender identities and sexual orientations. The group will need a supportive member of staff to oversee and help with linking the group with other staff members, school leaders and community groups.

A School Showcase
Organise an event open to the public to highlight your LGBT-Inclusive work.

Even though government, school, Ofsted and boarding school policies advocate, judge and monitor LGBT+ inclusion there is, as yet, no compulsory LGBT training as part of our QTS. Many universities, colleges and unions recognize this and are including LGBT specific lectures as part of PGCE courses to ensure our future teachers are equipped with the skills before they enter the classroom. Individual schools, colleges, universities and organizations are increasingly providing specific LGBT CPD for their staff to fulfill all education policy criteria.

Educate & Celebrate is a national teacher-training programme available to all educational establishments and workplaces. The approaches used have been recognised by Ofsted as Best Practice for taking a whole school approach to tackling homophobic bullying and ingrained attitudes in our schools. This approach has been highly successful Ofsted February 2012. The programme was awarded Department for Education funding 2015/16 and continues to be devised and led by teachers for teachers.

Help, guidance, advice, consultation and training from Educate & Celebrate can be accessed in the following ways at http://www.educateandcelebrate.org/training/

1 day INSET
Any member of staff can attend a 1-day course in Birmingham, London or Durham. The course has been specifically designed to meet all education criteria and focuses on how to create an LGBT-Inclusive curriculum, environment and community. Register via the website.

Bespoke INHOUSE training
If you would like a trainer to come to you and deliver whole staff training, work with departments, students, trainee teachers, leadership teams or governors then you can book a member of the Educate & Celebrate team.

Become a Best Practice Centre for LGBT+Inclusion
Elly Barnes CEO and founder of Educate & Celebrate will work with your staff, leadership team, governors, parents and students over a 12-month period to implement the 5 point delivery plan looking at 5 core areas of school life. Upon completion of the plan your school will be awarded LGBT+Friendly Best Practice status.

Attend the annual Educate & Celebrate education conference each June
The conference is designed to give delegates simple and effective resources and strategies to start using the very next day in school. You will see teachers and students in action through a range of workshops and Best Practice sessions to demonstrate tried and tested strategies from participating schools. Please see www.educateandcelebrate.org for details and to register.
Conclusion

'A challenging year 10 student was sent down to the pastoral office due to a homophobic incident in a classroom. The student had called someone a 'lesbian'. When I discussed this with her, I asked her why she had used this term as an insult. I asked her to think about how it would make a gay person feel to hear this. After she thought I explained to her how it made me feel being gay myself. I have a very positive relationship with this student and she couldn't respond to any more of the conversation as she was quite taken aback. I expected after this, the whole group of year 10's closely followed by the school would know and I would at least hear a few mutters or rumours, but after days, weeks, nothing. In the weeks that followed I'd worked closely with a group of 20 students from a variety of year groups that were being trained as LGBT peer mentors and part of the training was to discuss coming out and I told my story. The kids asked questions and were brilliant – I even got a round of applause afterwards. Since the training I expected maybe a bit of rumour spreading or at least one student to say something to me but there has been no reaction of any kind – just the kids plodding on as usual'.

This testimonial shows there is still a need for an LGBT+Inclusive education. Even though we have legislation we really have only just begun the journey of how it would make a gay person feel to hear this. The kids plodding on as usual'. Another teacher notes, 'We have a visual reminder of the work we do by having posters on display as well as creating an equality display, we have ensured the environment reflects all people now, including LGBT+'. Interestingly, another teacher noted that current legislation acted as a means of finding a 'way in' with leadership teams and governors and could be used as a method to change archaic views amongst staff and use them to ensure LGBT+ students are safe regarding bullying and well-being. We cannot make institutional change overnight as 'Queering the educational system requires that the curriculum, policies and practices of schools are inclusive of all individuals and their experiences' (Toomey et al 2012). We may well have our policies in place, our LGBT+Inclusive curriculum prepared, however the real change takes place in hearts and minds. Therefore, taking those daily opportunities to make our learners aware of the existence of LGBT+ people be it through informal conversations, lessons or assemblies are saving and changing the lives of the students in our care.

In practical terms, the training gives teachers the confidence to design and present the LGBT+ specific display, the policy informs the legalities of it, the curriculum dictates the content and the community witnesses it. A teacher commented 'We have changed our welcome statement and our school code, both can be seen in reception and in classrooms'. Another teacher notes, 'We have a visual reminder of the work we do by having posters on display as well as creating an equality display, we have ensured the environment reflects all people now, including LGBT+'. Interestingly, another teacher noted that current legislation acted as a means of finding a 'way in' with leadership teams and governors and could be used as a method to change archaic views amongst staff and use them to ensure LGBT+ students are safe regarding bullying and well-being.

We cannot make institutional change overnight as ‘Queering the educational system requires that the curriculum, policies and practices of schools are inclusive of all individuals and their experiences’ (Toomey et al 2012). We may well have our policies in place, our LGBT+Inclusive curriculum prepared, however the real change takes place in hearts and minds. Therefore, taking those daily opportunities to make our learners aware of the existence of LGBT+ people be it through informal conversations, lessons or assemblies are saving and changing the lives of the students in our care.

Max, a Year 11 student explains: 'To whoever reads this letter; please consider adding a class or assembly to the school curriculum and talk to your students about difference. Don't just ignore them when they use derogatory language and pretend you can't hear it. As teachers, you can make a huge difference because I KNOW, from experience, that if you talk about LGBT+ and educate everyone in schools, you will help so many young teenagers across the UK feel safer and more involved in their school community. LGBT discrimination is an issue that needs to resolved now'.

Appendices:
Appendix 1: List of support services
Appendix 2: Case Studies

References:
Boarding Schools National Minimum Standards (2013) Department of Education
Appendix 1: Support Services

Switchboard
Calm words when you need them most – Providing free & confidential support & information to lesbian, gay, bisexual & transgendered communities throughout the UK
Helpline 0300 330 0630 (Daily 10AM – 11PM)
Switchboard provides a helpline, instant messaging, email service and a database of further services. For more information see http://switchboard.lgbt

GIRES – The gender identity research and education society
A charity offering a wide range of support for trans people and those who care for them. They ensure that legislation and practices meet the needs of trans people. For resources, consultation, surveys, research and legal matters see http://www.gires.org.uk

Mindfull
A national programme that revolutionises the way young people access information, advice and support around their wellbeing and mental health.
Becoming a MindFull LGBT Youth Mentor offers young people a genuine volunteering opportunity to provide support and guidance to other young people while increasing their own understanding of LGBT wellbeing and mental health issues and improving their emotional resilience. For further information www.mindfull.org

Gendered Intelligence
A community interest company, who deliver art programmes and creative workshops to trans youth, facilitate workshops for all young people, offer CPD and trans awareness training and form partnerships and run projects that will benefit the trans community. For information on supporting, volunteering, training and booking see http://genderedintelligence.co.uk

Stonewall
A national campaigning and lobbying group focusing on ‘Research and Policy’, ‘Parliamentary work’, ‘Publications’ and ‘Events’. Information about Stonewall’s ‘Education for all’ campaign against homophobic bullying in schools can be found here http://www.stonewall.org.uk/at_school/

Metro
A leading equality & diversity charity, providing health, community & youth services across London & the South East & national & international projects.
- METRO promotes health, wellbeing, equality & participation through youth services, mental health & wellbeing services, sexual & reproductive health & HIV services and community participation & involvement.
- METRO works with anyone experiencing issues related to gender, sexuality, diversity or identity. https://www.metrocentreonline.org

Terence Higgins Trust
A national charity who advocate for a world where people with HIV live healthy lives free from prejudice and discrimination and good sexual health is a right and reality for all http://www.tht.org.uk

The Albert Kennedy Trust
A national charity supporting young LGBT 16-25 year olds who are made homeless or living in a hostile environment. Offices in London, Manchester and Newcastle http://www.akt.org.uk

Educate & Celebrate
A national training and resource programme for schools, educational establishments and organisations. For LGBT+Inclusive curriculum information, advice, guidance, training and resources please contact ellybarnes@educateandcelebrate.org or see www.educateandcelebrate.org

Switcboard
Calm words when you need them most – Providing free & confidential support & information to lesbian, gay, bisexual & transgendered communities throughout the UK
Helpline 0300 330 0630 (Daily 10AM – 11PM)
Switchboard provides a helpline, instant messaging, email service and a database of further services. For more information see http://switchboard.lgbt

GIRES – The gender identity research and education society
A charity offering a wide range of support for trans people and those who care for them. They ensure that legislation and practices meet the needs of trans people. For resources, consultation, surveys, research and legal matters see http://www.gires.org.uk

Mindfull
A national programme that revolutionises the way young people access information, advice and support around their wellbeing and mental health.
Becoming a MindFull LGBT Youth Mentor offers young people a genuine volunteering opportunity to provide support and guidance to other young people while increasing their own understanding of LGBT wellbeing and mental health issues and improving their emotional resilience. For further information www.mindfull.org

Gendered Intelligence
A community interest company, who deliver art programmes and creative workshops to trans youth, facilitate workshops for all young people, offer CPD and trans awareness training and form partnerships and run projects that will benefit the trans community. For information on supporting, volunteering, training and booking see http://genderedintelligence.co.uk

Stonewall
A national campaigning and lobbying group focusing on ‘Research and Policy’, ‘Parliamentary work’, ‘Publications’ and ‘Events’. Information about Stonewall’s ‘Education for all’ campaign against homophobic bullying in schools can be found here http://www.stonewall.org.uk/at_school/

Metro
A leading equality & diversity charity, providing health, community & youth services across London & the South East & national & international projects.
- METRO promotes health, wellbeing, equality & participation through youth services, mental health & wellbeing services, sexual & reproductive health & HIV services and community participation & involvement.
- METRO works with anyone experiencing issues related to gender, sexuality, diversity or identity. https://www.metrocentreonline.org

Terence Higgins Trust
A national charity who advocate for a world where people with HIV live healthy lives free from prejudice and discrimination and good sexual health is a right and reality for all http://www.tht.org.uk

The Albert Kennedy Trust
A national charity supporting young LGBT 16-25 year olds who are made homeless or living in a hostile environment. Offices in London, Manchester and Newcastle http://www.akt.org.uk

Educate & Celebrate
A national training and resource programme for schools, educational establishments and organisations. For LGBT+Inclusive curriculum information, advice, guidance, training and resources please contact ellybarnes@educateandcelebrate.org or see www.educateandcelebrate.org
Appendix 2: Best Practice School Case Studies

Case study 1:

Creating an inclusive school community: Central Street Infant and Nursery School

URN: 107507
Local authority: Calderdale
Date published: 3 February 2012
Reference: 12016

Brief description

Knowledge of different types of families ensures that all parents and carers regardless of their sexuality and backgrounds are welcomed into this inclusive school community. Provision in the Early Years Foundation Stage and in Key Stage 1 ensures that pupils whose parents and carers or family members are lesbian, gay, bisexual or transgendered (LGBT) feel included. The school has successfully tackled homophobic language, attitudes and behaviour.

Overview – the provider’s message

‘Everyone is different. Everyone is special’. A core part of our ethos in our inclusive school community is celebrating difference and diversity as a way of developing tolerance, understanding and respect for each other. We appreciate that everyone is different and everyone is special and we ensure that every individual child and adult feels good about themselves and feels a valued member of our school community. Children with high self-esteem have a positive attitude to all aspects of school life and feel confident to cope with a range of situations in life. SENs, (Social, Emotional Aspects of Learning) is an integral part of our school life and supports children in developing the tools and social skills to be confident learners and accepting of each other’s variety of lifestyles and beliefs. Our main aim is to give our children valuable life skills that will further support them as they move on.’

Kathryn Godfrey, Headteacher

The good practice in detail

Setting the tone and maintaining consistency

A number of parents and carers of pupils at the school are in same-sex relationships. In Reception in particular around a quarter of the children have same-sex relationships in some part of their family. Senior leaders have created a school with an open-minded, accepting and inclusive atmosphere. The strong drive to promote and cater for all forms of diversity begins even before children take up their places at the school. An example is the excellent work the school does with transgender pupils. Transgender pupils are taken seriously. Staff consult parents and carers fully and they take steps to ensure the pupils are able to thrive and achieve as well as they can. This involves a high level of tolerance, empathy and support. The school appreciates that a boy may prefer to be known as a girl and have a girl’s name and similarly a girl may have a girl’s name but wants to dress as and be a boy. Where this is the case, staff liaise closely with each other and with parents and take effective and successful steps to ensure the pupil is fully included in the activities and can be themselves. This individualised approach extends to after-school clubs and activities, where the school also sometimes supports transgender pupils from other schools.

Staff, parents and carers and pupils confirm that prejudice-based bullying and inappropriate comments about pupils’ families are exceptionally rare. Key to the school’s success in promoting positive behaviour and in preventing bullying, harassment and intimidation is school is the clear vision of the headteacher and deputy headteacher. However, they do not work in isolation. The involvement and commitment of the whole staff are further reasons for the school’s success. All staff, including lunchtime organisers and teaching assistants, have received information and training in how to deal with homophobic language and how to work positively with different families. The training combined with clear commitment from all adults ensures a consistency of approach and means that whichever adults are in school on a given day, the message of openness and tolerance is the same.

The importance of relationships with families

Another key to this success is the staff’s detailed knowledge of its community. This begins with home visits before a child starts at the school. During these visits, staff establish what parents and carers would like to be called and known as at the school. For example, some children prefer each of their parent’s names with ‘mum’ or ‘dad’, for example ‘mum Pet’ and ‘mum Dawn’. The school then passes this and other information to all staff, who consistently use the same terminology. This enables the team of staff who work in the office, for example, to welcome and include all parents and carers without making assumptions about pupils’ families. As a result, same-sex families are treated as any other relationships; all parents and carers feel included in their child’s school and terminology is used consistently across the school.
Communication with families is strong, frequent and effective. The school ensures that all its communications convey respect and value to all types of family. For example, they send out ‘family’ questionnaires rather than ‘parent’ questionnaires, thus including all carers and encompassing families that may consist of two fathers and two mothers as well as heterosexual parents and carers. The school uses a wide range of communication methods to ensure that parents and carers feel informed, are involved in tackling any inappropriate behaviour and feel a part of the school ethos. The response to a family questionnaire said, ‘We appreciate the effort that the school makes to create an open inclusive environment that is accepting of diversity. We feel confident that if any issues were to come up, for example homophobia, from anyone in the school, that it would be dealt with appropriately and sensitively and our daughter would be supported throughout the incident’.

**Pupils’ behaviour**

Pupils’ behaviour in and around the school is excellent. This is because there is a comprehensive and consistently applied positive behaviour system in place which rewards tolerance, kindness, friendliness and a willingness to ‘have a try’. Pupils know that bullying and behaviours such as the use of homophobic language are wrong and have been shown the impact it can have on others’ feelings and achievement. One of the successful behaviour strategies in place is based on ‘I feel, I think, I choose’. This ensures that pupils continuously reflect on their feelings and are encouraged to make positive choices. Children in Reception have a ‘thinking spot’ to go to in order to reflect on how they are feeling and the actions they have chosen.

**Embracing and celebrating difference**

SEAL is at the heart of the curriculum and the school takes a lead role on this within the local authority. Diversity and inclusion are threaded through the curriculum. Staff have consulted same-sex parents and carers and involved Stonewall to identify resources that could be used effectively in the school. Books and resources include a range of different families. For example, teachers use a book in lessons and assemblies entitled ‘Difference is amazing. Let’s celebrate it’. The impact of this approach on pupils is significant because it ensures that same-sex relationships are normal and ‘no big deal’. Posters and pictures around the school, leaflets and images are selected to reflect the full range of families. This enables pupils to feel that the school and the curriculum is meaningful and applies to them. In turn, this helps them to achieve.

Staff are careful with their language in class to ensure that all pupils feel involved. They work hard to not make assumptions about families. When making mothers’ day cards for example, pupils can opt to make as many cards as they need and can send them to someone at home or someone else they are close to.

Equally, the staff are unafraid to tackle potentially controversial issues. For example, in one lesson about families a boy chose to tell the class that he had ‘no father’ because he was born from frozen sperm and had two mums. Another pupil in the same lesson from a heterosexual Christian family did not understand how this could happen and did not believe there could be a family without a father. The teacher abandoned the lesson and created a circle time and alternative lesson about different families to ensure that all pupils regardless of background were valued. The teacher then discussed the lesson with parents and carers at the end of the day.

**Provider background**

Central Street Infant and Nursery School is in Hedden Bridge. The proportion of pupils entitled to a free school meal is below average. Almost all pupils are White British. The school hosts the local authority’s autism spectrum disorder (ASD) provision, which accommodates up to six pupils. The proportion of pupils with learning difficulties and/or disabilities is broadly average, and the proportion of pupils with a statement of special educational need is well above average.

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
Case study 2:

Ofsted
raising standards
improving lives

A whole-school approach to tackling homophobic bullying and ingrained attitudes: Stoke Newington School and Sixth Form

URN: 1002379
Local authority: Hackney
Date published: 3 February 2012
Reference: 120005

Brief description
Stoke Newington has a curriculum which meets the needs of lesbian, gay, bisexual and transgender students (LGBT) and extends all students’ understanding of diversity. Training for all staff, their commitment to equality and diversity and their approach to poor behaviour have successfully tackled homophobic language, attitudes and bullying.

Overview – the provider’s message

“We began our LGBT history month initiative back in 2005 as a response to students’ widespread use of homophobic language in and out of the classroom. As the new Head of Year 7, I was able to create a culture of acceptance and understanding with the new cohort. From an opening of an introductory assembly, staff from the Year 7 team taught subject-specific LGBT lessons. They organised a student performance of ‘Small town’ boy in a school assembly. The project grew into a whole-school, community and national event each February’.

Elly Barnes, Head of Year 7

The good practice in detail

A serious problem

Senior leaders and staff report that prior to 2005, homophobic language in the school was rife and many students had anti-gay attitudes. Intimidation and harassment were also issues. Three teachers, all heterosexual, told inspectors about their experiences. One

described how he felt intimidated by Year 11 students standing outside his room and following him down corridors shouting homophobic language. Another explained how when he introduced a Year 10 assembly which mentioned the words ‘lesbian’, ‘gay’ and ‘bisexual’ some students shouted out homophobic language throughout the assembly. A third teacher told how every time she walked down the corridor she heard students using terms such as ‘batty men’, ‘queer’, ‘gay’ and ‘poofters’ to each other and did not feel that this was being tackled.

Getting started

The starting point was securing the commitment from senior leaders to tackling the problem. In 2005, the diversity leader started working with Year 7 on a programme of tackling homophobic language and bullying. She introduced, through the curriculum, links in lessons to lesbian, gay, bisexual, transgender and diversity issues. The decision was taken to tackle the problem thoroughly over five years, starting with each cohort as they joined and continuing as they moved through the school. First, she trained all teaching and non-teaching staff to ensure that everyone knew what to do to tackle homophobic language. Not all the teachers were supportive. Three refused to take part and tried to undermine this drive for improvement, citing reasons such as ‘being gay is unnatural’, and ‘being gay is a lifestyle choice’. Students also responded in various ways, not all of which were positive. A few even walked out of the assemblies when the subject of lesbian, gay and bisexual people was raised. Nevertheless, the diversity leader, backed by senior colleagues and supported by the overwhelming majority of staff, persisted.

Throughout this period the determination to tackle prejudice-based bullying was paramount. Most teachers responded well to the tackling of homophobic language. As one commented: ‘Instead of a few brave people challenging homophobia, we all do. This empowers us to challenge other forms of discrimination’.

Extending the curriculum

Key to the school’s success was ensuring that LGBT issues were covered in the curriculum.

In this way, senior leaders felt it would not be a one-off event or a sticking plaster on the problem. Inclusion and the eradication of prejudice would be rooted within the school’s systems, procedures and curriculum. The diversity coordinator led training for all teachers and heads of department to change the curriculum to take account of sexuality and gender identity. In addition, the curriculum was enhanced by diversity weeks and days to celebrate students’ differences and to ensure that each subject met the needs of LGBT students and those who may be transgender. This approach has been highly successful. In art, for example, students evaluate the work of Grayson Perry; in information and communication technology (ICT) students study the life and impact of Alan Turing; in history when studying the holocaust, students look at the impact on other groups such as Travellers and LGBT people; and in design and technology, students created LGBT badges and symbols which could be sold to raise money for good causes. Students reacted very positively. One commented: ‘It wasn’t like it was something forced but just a normal part of our school day’, and another said, ‘I liked how we learn things about LGBT people’. One teacher reflected: ‘All schools can reap the benefits of an enlightened

Stoke Newington School and Sixth Form College
Good practice example: Schools
environment by following the LGBT history month model. The curriculum for sex and relationships education is very strong because it ensures that each group of students is catered for including LGB and transgender students and it has a strong emphasis on how to be safe.

Using external role models

To support its work, the school brought in external role models. These were carefully selected to meet identified needs and were often targeted at particular groups of students. For example, a group of Black Caribbean heritage girls were identified as being homophobic in their attitudes and frequently using homophobic language. The school arranged for a Black lesbian rap artist to perform to the whole school but then to work with this group of students. As a result, their attitudes, behaviour and language changed to be more respectful and understanding of LGBT people. Similarly the school arranged a visit from a gay Muslim group to come to speak to the school and to become mentors to Muslim students. As a result, students who are or may be LGBT have rising attendance and achievement. The process of bringing in role models and of curriculum coverage has resulted in students' strong awareness of how different groups have and still contribute to society. One student commented: ‘Gay people are just like everyone else, anyone could be gay’.

Involving the wider community

Another key element of the success in tackling homophobic bullying has been the involvement of stakeholders and the community. Parents and carers were kept informed throughout the initiative via newsletters and posts on the very informative website, and their views were sought through questionnaires and forums. No parent or carer objected or complained and most were highly supportive. One commented, ‘I know that lots of the parents feel extremely fortunate to have children attending a school that promotes inclusion so skillfully and where children are able to feel confident and proud about who they are’. Another said, ‘The project is a very important lifeline for young people as well as a great educational tool within the borough’. The school held celebratory events and performances. After one of the shows, a parent said, ‘Attending LGBT evening at the school moved me deeply. I am so pleased my children go to a school with such principles and a real commitment to valuing everybody for who they are’. Summing up the views of many, a parent commented, ‘As a parent with two children at Stoke Newington School, I am proud that the school excels not just in the quality of teaching and the academic curriculum but in teaching the children to be responsible, caring and capable citizens’. Governors were informed and involved. The Chair of Governors was fully supportive of the initiative and recognised that it was a part of their role under the Equality Act, 2010. As a result of the school’s work, one governor commented, ‘The school’s inspiring work on LGBT issues is one thing that unites the governors in support, and makes us very proud to be associated with the school’. Another said, ‘Stoke Newington School has been at the forefront of understanding the importance of social cohesion through its pioneering and inspiring work eradicating all forms of bullying including homophobia and racism among the school community’.

The school involved the press in publicising positive stories about the initiatives and its impact in reducing prejudice-based bullying. The police were also involved. Before the initiative, the police had received frequent complaints from the public in the park adjacent to the school about students’ behaviour and homophobic language and taunts. The police officer linked to the school told inspectors that complaints of this nature related to students at the school had reduced to nil, in contrast to neighbouring parts of the borough. He was highly complimentary about the impact of the initiative in the community.

Another simple but highly effective action was to enhance the behaviour referral forms to include reference to homophobic language. This meant that all staff would look out for, record and report issues as they arose. Where necessary, this also meant that the police could take the forms and see whether action needed to be taken. This joint work with the police was highly effective.

The school is outward looking and outward thinking. It takes a strong lead on this issue with other schools in the borough, its feeder schools, Hackney Learning trust, the local church, government departments and national agencies. Teachers write lesson plans which cover LGBT issues which are then collated by the diversity coordinators and put on to the website for teachers across the world to use.

The school's practice has been commended and rewarded by a number of national and local bodies and agencies. It provides professional development opportunities for other teachers, support staff, local authorities and teacher training providers. In the Diversity Training Centre, Ely trains teachers and supports staff nationally in how to make their own schools LGBT friendly through a programme she devised called Educate and Celebrate, which was featured in the Independent. Previous delegates evaluated the training as ‘highly interactive, full of interesting debate’. This sentiment was echoed by another delegate who commended the programme because it provided ‘far more practical resources than I expected’.

The outcome of the school’s work

A significant outcome of the school’s work has been the confidence of LGBT staff and students to be themselves and to be honest about their sexuality without fear of reprisals or harassment. There is a LGBT student group and an LGBT staff group. One student observed, ‘I thought we weren’t allowed to talk about these things but now we are; I don’t feel ashamed anymore’. A teacher agreed and noted, ‘We have done so much to challenge people’s attitudes, and to have gay students getting up and reading poems about their sexuality is amazing. I wish I had come to a school like this. It would have saved me a whole lot of worry’.