



LGBT Policy

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Approved by Jonathan Tedds, Chair of Trust

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Statement of intent

All children and young people at the Trust are entitled to a full-time education which is free from discrimination and harassment, regardless of their gender identity. The learning environment in which all our pupils engage should be supportive, safe and welcoming to gender diversity.

This policy has been created with an aim to consistently reduce the stigmatisation of, and improve the educational integration of lesbian, gay, bisexual and transgender (LGBT) pupils.

In all instances, the school shall refer to transgender pupils as “trans*” in order to prevent any form of labelling which may be incorrect or insensitive.

The school is committed to valuing, respecting and understanding pupils’ differing gender identities, as well as providing continuous support to all pupils.

The main aims of this policy are:

- To create and foster a learning environment which is free from harassment and discrimination, regardless of sex, gender identity, sexual orientation or gender expression.
- To promote healthy communication between educators, pupils and parents to support the successful education, development and wellbeing of every pupil.
- To adhere to relevant legislation concerning bullying, harassment and discrimination.

All staff, parents and pupils will work together to eradicate any instances of discrimination, harassment or bullying, including any which relate to a pupil’s gender or identity, in our school.

The school is dedicated to providing appropriate and tailored measures of support for any LGBT pupil who should require it.

1. Legal framework

- 1.1. This policy has due regard to the following legislation, including, but not limited to:
 - The Human Rights Act 1998
 - The Gender Recognition Act 2004
 - The Equality Act 2010
 - The Criminal Justice Act 2003

2. Definitions

For the purpose of this policy:

- 2.1. **“Transgender”** is defined as an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. An individual may choose to express their trans* identity through a number of means, such as: behaviour, clothing, hairstyles, activities, voices and mannerisms.
- 2.2. **“Bisexual”** is defined as a man or woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
- 2.3. **“Gay”** is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex, and is usually used to describe a man being attracted to another man. This is also known as being “homosexual”.
- 2.4. **“Lesbian”** is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex, and is usually used to describe a woman who is romantically, sexually and/or emotionally attracted to another woman. This is also known as being “homosexual”.
- 2.5. **“Coming out”** is defined as the process through which an individual recognises that they are lesbian, gay, bisexual or trans*, and may disclose this as their identity to others.
- 2.6. **“Transition”** is defined as the process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a ‘social transition’ whereby an individual begins to live with their preferred gender identity.
- 2.7. **“Non-binary”** is defined as an identity which is neither male or female, a combination of both, or in-between.
- 2.8. **“True gender identity”** is defined as an individual’s preferred gender, irrespective of the sex assigned to them at birth. An individual may prefer to be a male, female, neither, in-between, or both.

3. What are transphobic and homophobic incidents?

- 3.1. For the purpose of this policy, “**transphobia**” is an irrational fear, hatred or abuse of trans* individuals which is based on actual or perceived gender identity. Any individual who is described as being transphobic may deliberately and directly harass or disrespect someone who is trans*, e.g. by using the incorrect pronoun purposely. Transphobic incidents are often emotionally harmful and must be dealt with as seriously as other bullying incidents within our school. All transphobic incidents should be centred on supporting the victim and managing any future transphobic behaviour.
- 3.2. For the purpose of this policy, “**homophobia**” is an irrational fear, hatred or abuse of an LGBT individual. Similar to transphobic bullying, homophobic bullying involves another individual who may deliberately and directly harass or disrespect someone who is an LGBT individual. Homophobic bullying is often based on an actual or perceived sexual orientation.

4. Roles and responsibilities

- 4.1. It is the responsibility of all staff to be alert to possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.
- 4.2. All staff will ensure they meet the unique needs of LGBT pupils and assess any measures put in place on a case-by-case, individual basis.
- 4.3. The headteacher will hold regular meetings with parents of LGBT pupils and discuss the success of support in place, including feeding this information back to the governing body.
- 4.4. The governing body will evaluate and review the success of support available to individual LGBT pupils on a termly basis.
- 4.5. The headteacher will make any necessary and appropriate changes to the support available to ensure the happiness and development of the pupil.
- 4.6. The school will respect all pupils’ right to privacy and will not disclose a pupil’s LGBT status at school to any other pupils, staff members or third parties.
- 4.7. The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and is processed fairly and lawfully.
- 4.8. The school will gain consent from the pupil and parents before any sensitive personal data is processed.
- 4.9. The headteacher will conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- 4.10. The school will establish a protocol for response when a LGBT pupil comes out, is outed, or experiences bullying.

- 4.11. The school will have measures in place to ensure that appropriate counselling is made available for LGBT pupils who require immediate interventions, parental assistance and/or personal counselling, via the internal or external school counsellor.
- 4.12. The governing body will evaluate and review this LGBT Policy, and will make sure it is non-discriminatory.
- 4.13. The headteacher will review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents in order to improve procedures.
- 4.14. The headteacher will keep a record of any reported incidents and the school will work to put measures in place which prevent these reoccurring.

5. School counsellor

- 5.1. The school has access to a counsellor, whose responsibility it is to incorporate and monitor support for LGBT pupils, in conjunction with the headteacher.
- 5.2. If a pupil 'comes out' in a one-to-one situation with staff member, the staff member will encourage the pupil to talk to the headteacher, so that appropriate support can be arranged.
- 5.3. The counsellor will work alongside the headteacher, pupil and their parents, if authorisation has been given, to adopt appropriate support for the pupil.
- 5.4. The counsellor and headteacher will discuss a variety of items in a one-to-one discussion with the pupil, after they have disclosed their LGBT identity. The issues explored include, but are not limited to, the following:
 - Whether the pupil has witnessed others talking about being LGBT, including positive, negative and neutral messages
 - How the pupil feels about their sexual identity
 - The pupil's level of acceptance about their LGBT identity, exploring their concerns, thoughts and offering reassurance
 - What support the pupil has available, including any other LGBT people
 - Ways in which the pupil can be supported by the school and externally, if necessary
- 5.5. The counsellor will ensure the pupil knows they are available to support them and all aspects of their LGBT experience within the school.
- 5.6. The counsellor will ensure the pupil knows they are able to talk to them about anything they so wish and that this will remain confidential; however, it will be explained that the headteacher and/or their parents will need to be informed where the pupil's safety is believed to be at risk.
- 5.7. Once support is in place, the counsellor will meet with the pupil termly to discuss effectiveness of this support and any further support required. Feedback will be provided to the headteacher, and parents, where necessary.

- 5.8. Victims of transphobic or homophobic bullying will also be referred to the counsellor to discuss the issue and devise any support required.

6. Appropriate measures

Absence:

- 6.1. In line with our Attendance and Truancy Policy, the school will make reasonable adjustments to accommodate absence requests for treatment and support of LGBT pupils by external sources.
- 6.2. All absences will be recorded accurately and sensitively by staff member to ensure privacy of the pupil.

Transphobia, homophobia and bullying incidents:

- 6.3. Our Anti-Bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any transphobic or homophobic incidents.
- 6.4. Any incidents which occur shall be reported to the headteacher and recorded in line with the process in our Anti-Bullying Policy.
- 6.5. Teaching of gender identities, sexualities and the LGBT community will be incorporated into PSHE lessons, sex and relationship education (SRE) and designated school assemblies to promote an accepting, understanding attitude from other pupils and prevent transphobic incidents.
- 6.6. Teaching of gender identities, sexualities and the LGBT community will also be included elsewhere in the curriculum where possible, to ensure a whole-school approach.
- 6.7. When educating pupils about gender identities, sexualities and the LGBT community, activities will be organised appropriate to pupils' year groups and age.
- 6.8. The school will ensure resources are available in the school library regarding LGBT, sexual orientation and gender identities that are relevant and appropriate for pupils of different school ages.
- 6.9. Positive influence from peers is employed through pupil mentors for LGBT pupils, who are available to offer additional support and a sense of security for these pupils.

Single-gender activities:

- 6.10. The school will limit the number of single-gender activities unless completely necessary, such as during some PSHE or SRE lessons.
- 6.11. Where it is necessary to deliver a single-gender activity, LGBT pupils will be encouraged to attend the class which represents their true gender identity.

- 6.12. The school will avoid providing activities which are only specific for one gender, e.g. only providing dance classes for female pupils. We will ensure that varied programmes are available and are suitable for both genders.

Terminology and language:

- 6.13. The school educates pupils regarding inappropriate language and name-calling, and instances of such will not be taken lightly.
- 6.14. Pupils are instructed not to enquire about LGBT pupils' sexual orientations or gender identities, unless the LGBT pupil discloses this information themselves.
- 6.15. The school will enquire as to what terms and pronouns individual LGBT pupils prefer and avoid using any terms which the pupil may find uncomfortable.
- 6.16. If other pupils at the school experience difficulty in adjusting to a change of terminology, we will encourage pupils to use the first name of the pupil or the terms which the pupil uses to refer to themselves.
- 6.17. A list of regularly used LGBT terms which the school will employ can be found in [Appendix 1](#).

Training of staff:

- 6.18. All members of staff (teaching and non-teaching) will undergo training on an annual basis through whole-staff training, which will:
- Ensure all staff are aware of, and comply with, current legislation and government recommendations.
 - Ensure all staff are aware of their responsibilities and how they can support LGBT pupils.
 - Provide support for teachers incorporating gender identity into the curriculum.
 - Ensure that the school is aware of, and celebrates, Transgender Day of Remembrance (20 November), Transgender Day of Visibility (31 March), LGBT History Month (February), International Day Against Homophobia and Transphobia (17 May), and Anti-Bullying Week (November).
 - Provide support for teachers to effectively manage any discrimination towards gender identity and sexual orientation.
 - Provide up-to-date information on the terms, concepts and current understandings of gender identity, gender expression, gender diversity and sexual orientation in children.
 - Develop appropriate strategies for communication between parents, educators and pupils about any issues related to gender identity, gender expression and sexual orientation.

Sports and PE:

- 6.19. All LGBT pupils at our school are encouraged to engage in PE and sports in a manner consistent with their gender identity.

6.20. The school will carefully and sensitively manage all PE lessons in order to prevent any discomfort or discrimination the pupil may encounter.

6.21. For classes of pupils who are entering the latter stages of puberty, the school will assess the appropriateness of full-contact sports prior to the delivery of the lesson. This will be discussed with the pupil and/or their parents.

Use of toilets, changing facilities and general school environment:

6.22. The school will ensure that LGBT pupils are able to access the toilet and changing facilities which correspond with their true gender identity.

6.23. The school will ensure there are unisex toilets and changing facilities available on-site which are accessible for all pupils of the school should they wish to use them.

6.24. Pupils who are undergoing a transition will be introduced to their new toilet facilities by the headteacher, to ensure they are familiar with their surroundings.

6.25. Any pupil who faces discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as curtains or a separate changing schedule.

There are designated safe spaces within our school where LGBT pupils can discuss issues of gender without fear of discrimination.

School uniform and regulations:

6.26. All pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code, which is as follows: skirts/shorts/trousers for girls and trousers/shorts for boys.

6.27. Our PE kit employs a gender-specific uniform and pupils are encouraged to coordinate their PE kit in accordance to their true gender identity.

6.28. Should an LGBT pupil be required to participate in a swimming activity, sensitive consideration will be given to swimwear options, which will be discussed with the pupil before the delivery of the lesson.

School trips, exchanges and overnight stays:

6.29. The school is aware that some countries have differing attitudes towards the LGBT community. If an LGBT pupil is required to travel abroad, a full risk assessment and investigation will be required to avoid any discomfort for the pupil.

6.30. Any risks identified will be managed and discussed between the pupil, headteacher and school counsellor. Appropriate measures and adjustments will be made by the school to facilitate the participation of the LGBT pupil.

- 6.31. Sleeping arrangements for overnight stays will be discussed between the pupil, headteacher and school counsellor in advance of the trip. Appropriate adjustments will be made as per the pupil's request.

Changing names and gender on documents:

- 6.32. Changes to official documents concerning a pupil's legal name and gender will be altered upon receipt of the Gender Recognition Certificate, confirming that such changes have been made pursuant to a court order, or through amendment of state or government-issued identification.
- 6.33. On occasions where we are not required to use a pupil's legal name and gender on other school documents and records, we shall use the name and gender preferred by the pupil.
- 6.34. The headteacher and school counsellor will hold a discussion with the pupil as to how they would like to notify other pupils and staff members at the school of their preferred name and gender.
- 6.35. At no time will any member of staff disclose any information regarding a pupil's gender identity to any other pupils, staff members or third parties, unless instructed to do so by the pupil.
- 6.36. Once the pupil has decided how they would like to announce their name change to members of the school community, the school will endeavour to make sure this is positively celebrated and ensure the pupil feels fully supported by the school, e.g. through a cake celebration.

Local community:

- 6.37. The school has identified local LGBT groups and will engage with these to ensure access to information is available for LGBT pupils and their parents.
- 6.38. The school recognises the need for support out of the school environment and will encourage every LGBT pupil to become involved in these communities.
- 6.39. The details of these LGBT groups can be discussed with the headteacher or school counsellor.

Changing schools:

- 6.40. The school will ensure it employs effective communication if an LGBT pupil is changing schools.
- 6.41. The LGBT pupil will be referred to the new school's support team to ensure their wishes are accommodated for, and they can raise any concerns.
- 6.42. The school will ensure that the new school works closely with the LGBT pupil and their family to ascertain their wishes around confidentiality and requirements in the new environment.

7. Transition plans

- 7.1. When an LGBT pupil discloses that they wish to attend the school in their true gender identity, the school will put a transition plan in place to support the pupil, in line with their wishes, needs and concerns.
- 7.2. The transition plan will be created by the headteacher and external advice, in conjunction with the pupil and their parents. If necessary, the pupil can request that their parents are not involved in this process.
- 7.3. The plan will address procedures for each stage of the pupil's transition, including a time frame for each aspect of transition and the support required, to ensure they are happy within the school environment.
- 7.4. If necessary, the school may seek support from external, professional advisers when devising the transition plan.
- 7.5. The plan will include the following items:
 - How the plan employs relevant school policies and procedures – in particular the school's Anti-Bullying Policy, Pupil Code of Conduct and Behavioural Policy
 - How the pupil wishes for their transition to be communicated to the school community – particular consideration will be given to preventing transphobic bullying and ensuring a positive culture is created
 - Whether it is necessary to communicate the pupil's transition to parents of other pupils at the school
 - The date of the transition as identified by the pupil – this is the first day of the gender presentation, pronoun usage and name
 - The pupil's wishes for use of toilet and changing facilities
 - The processes in place to ensure the pupil's preferred pronoun and name will be in place on required documents, registers, etc., on the date of their transition
 - Any arrangements for additional staff and pupil training
 - If relevant, how the uniform code will be adhered to

8. Transphobia, homophobia and bullying

- 8.1. In accordance with the school's Anti-Bullying Policy, teachers have the power to discipline pupils who engage in misbehaviour either inside or outside the school premises. This can relate to any transphobia, homophobia or bullying incident that occurs anywhere inside or outside of the school premises.
- 8.2. The school recognises that those who are victims of transphobic or homophobic bullying may not be identified as an LGBT pupil.
- 8.3. Any occurrence of these incidents will be reported to a member of school staff, who will then issue punishment to the pupil. If the incident occurs outside of the school premises, punishment will be issued once he/she is on school premises.
- 8.4. These incidents will be dealt with following the process in our Anti-Bullying Policy. The headteacher will decide whether it is appropriate to notify the police

or anti-social behaviour coordinator in their LA of the action taken against a pupil.

- 8.5. In accordance with section 6.2 of this policy, pupils will understand that homophobic and transphobic language will not be tolerated either within or outside of school.
- 8.6. The school will ensure that there are private spaces available within the school for pupils to discuss concerns, if they feel they are, or someone else is, being bullied.
- 8.7. Should an incident occur, the pupil will be informed that this behaviour will not be tolerated, and will be encouraged to reflect on the way in which their behaviour affects others during a meeting with their class teacher.
- 8.8. If a pupil persists with homophobic or transphobic bullying in the classroom, the class teacher may decide to remove the pupil from the classroom and discuss their behaviour in further detail with the headteacher.
- 8.9. The headteacher will decide which sanctions are necessary, and may consider inviting the parents of the pupil to discuss the matter.
- 8.10. The class teacher / external support will hold a meeting with the victim to discuss any support they feel necessary, and will ensure that they continue to feel comfortable within the school environment. If necessary, external support will be sought.
- 8.11. The class teacher / external support will ask the victim if they would like their parents to be involved – sensitivity will be given to whether the pupil has disclosed that they are an LGBT pupil or not, and would rather their parents weren't involved.
- 8.12. Feedback will be provided to the headteacher regarding the outcomes of the meetings between the external advice_and pupil.
- 8.13. All incidents will be formally recorded using a written log, and will be kept in the school office.

9. Communicating with parents

- 9.1. The school will regularly communicate any changes to policies and procedures to parents, to ensure that they are fully aware of the systems in place to prevent transphobic and homophobic bullying.
- 9.2. The school will also communicate any planned educational lessons, assemblies or sessions relating to LGBT issues to parents. These will be communicated in advance, in order to give parents a chance to request their child is withdrawn from the lessons.
- 9.3. If a parent wishes to withdraw their child, the headteacher will attempt to explain the school's responsibility to implement anti-bullying prevention

strategies, which includes educating pupils about certain issues, in order to encourage the parent to let their child participate.

- 9.4. The school will ensure that parents are aware of, and know how to identify, the signs of bullying, and understand their responsibility to stop their child bullying others, should this occur.
- 9.5. Parents will be informed of the procedures to follow if they wish to raise a concern with the school, as well as the procedures for issuing complaints, in line with the school's Complaints Procedures Policy.
- 9.6. The school will endeavour to ensure that all parents feel actively involved in school life through regular school-to-home communication and participation in decision-making.
- 9.7. The school will ensure parents are aware of how they can seek additional support and information if their child is an LGBT pupil.

10. Monitoring and review

- 10.1. This policy will be reviewed on an annual basis by the headteacher.
- 10.2. When reviewing the policy, the headteacher will consider any incidents that have occurred and the effectiveness of the procedures currently in place, as well as any recent governmental or societal changes.
- 10.3. Any changes made to this policy will be communicated to all members of staff, pupils and parents.

Glossary of terms

Term	Definition
Assigned sex	The sex an individual is assigned at birth.
Bisexual	A man or woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
To 'come out'	The process through which an individual recognises that they are lesbian, gay, bisexual or trans*, and may disclose this as their identity to others.
FTM/F2M/trans man/transsexual man	An individual who was assigned female at birth but whose identity is male.
FAAB	Female assigned at birth.
Gay	A person who is romantically, sexually and/or emotionally attracted to people of the same sex, and is usually used to describe a man being attracted to another man. This is also known as being "homosexual".
Genderqueer	A person who identifies their gender identity as being neither female or male, a combination of female and male, or is between or beyond genders.
Gender dysphoria	A medical term given to describe the social/mental/physical difficulties that most trans* people experience.
Gender expression	The way in which a person expresses their gender to others through behaviour, clothing, hairstyles, mannerisms, etc.
Gender fluid	The way in which a gender identity changes over time. An individual who is gender fluid may switch between male, female, gender neutral, or any other non-binary identity, or a combination of more than one.
Gender identity	A person's internal feeling of being male or female, regardless of the sex listed on their birth certificate.

Gender recognition certificate	A certificate issued to an individual who requests to have their preferred gender recognised.
GIC	Gender identity clinic.
Homophobia	An irrational fear, hatred or abuse of an LGBT individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
Intersex	An umbrella term for when an individual is born with a reproductive or sexual anatomy which does not conform to those of a male or female.
Lesbian	A woman who is romantically, sexually and/or emotionally attracted to another woman. This is also known as being "homosexual".
LGBT	An acronym used to describe lesbian, gay, bisexual and transgender individuals.
LGBTI	An acronym used to describe lesbian, gay, bisexual, transgender and intersex individuals.
MTF/M2F/trans woman/transsexual woman	An individual who was assigned male at birth but whose identity is female.
MAAB	Male assigned at birth.
Non-binary	An individual who does not conform to the society norms of female/male.
Preferred gender	An individual's internal gender identity, not taking into account the sex assigned to them at birth.
Sexual orientation	A common pattern of emotional, romantic and/or sexual attractions to men, women or both.
Stealth	A transgender individual who lives as their transgender identity but who does not reveal their transgender status.
To 'gender'	To assign a gender to an individual based on their behaviour and appearance.

To 'misgender'	To assign a gender to an individual based on the gender they were assigned at birth rather than their gender identity.
To 'transition'	The process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a 'social transition' whereby an individual begins to live with their preferred gender identity.
Transgender	An inclusive term describing individuals whose gender identity, or gender expression, is different from the sex assigned to them at birth.
Transphobia	An irrational fear, hatred or abuse of trans* individuals, which is based on actual or perceived gender identity.
Transsexual	Somebody who has medically transitioned.