

‘From the outset, this book makes clear how relatively easy it is for schools to make changes that can have a genuine impact upon young lives. It enables school leaders to move beyond policy and into meaningful practice. It clearly illustrates the pressing need for all school leaders to be aware and make provision for some of the most vulnerable groups in our society. Highly recommended.’

– *Mr Dominic Brown, Head Teacher,
St Chad’s RCVA Primary School*

‘A “must-have” guide for every school. It shows how to teach LGBT+ issues. Simple, effective, inspiring. Bravo!’

– *Peter Tatchell, Director, Peter Tatchell Foundation*

‘Where this book triumphs is in its honesty, straightforwardness and “can do” approach to ensuring all are treated equally, fairly, with dignity and respect. We know our young people are not born racist, sexist, homophobic, biphobic or transphobic, therefore a curriculum which reinforces this is paramount to achieving equality in our schools. I am so proud that this exists because education is key to feeling confident and empowered.’

– *Phyll Opoku-Gyimah, Founder and Director, UK Black Pride*

‘This practical book offers detailed advice for teachers, head teachers and other members of the school community for promoting an inclusive and LGBT friendly school. Equality and inclusion are everyone’s responsibility, and the strategies and interventions suggested by the authors of this book provide a starting point for supporting positive cultural change.’

– *Professor Rosalyn George, Director, Centre for the Identities
and Social Justice, Goldsmiths University of London*

How to Transform Your School into an LGBT+ Friendly Place

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HOW TO TRANSFORM YOUR SCHOOL INTO AN LGBT+ FRIENDLY PLACE

A PRACTICAL GUIDE FOR
NURSERY, PRIMARY AND
SECONDARY TEACHERS

Dr Elly Barnes MBE & Dr Anna Carlile



Jessica Kingsley *Publishers*
London and Philadelphia

First published in 2018
by Jessica Kingsley Publishers
73 Collier Street
London N1 9BE, UK
and
400 Market Street, Suite 400
Philadelphia, PA 19106, USA

www.jkp.com

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Library of Congress Cataloging in Publication Data

A CIP catalog record for this book is available from the Library of Congress

British Library Cataloguing in Publication Data

A CIP catalogue record for this book is available from the British Library

ISBN 978 1 78592 349 4

eISBN 978 1 78450 684 1

Printed and bound in Great Britain

*This book is dedicated to John, Maureen, Karen, Eve,
Ruth, Pauline, Jo, Jimi, Tallula, Louis and Otis.*

*We also dedicate this book to all the children, young people
and teachers everywhere who should have the right and the
courage to be themselves and change the world in doing so.*

Acknowledgements

We couldn't have written this book without the help of all the people we have worked with. Headteachers, teachers, local authority officers, teaching assistants, careers advisers, inclusion managers, learning mentors, students, Pride Youth Networks, parents and carers all over the UK have helped us to refine and develop our ideas into something that really works. You know who you are! Thank you!

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Preface

Did you know that making your nursery or school LGBT+ (lesbian, gay, bisexual, transgender, plus other associated categories such as queer, questioning, intersex and asexual) friendly is a legal requirement? The specific duties enshrined in the Equality Act 2010 require public bodies to publish relevant, proportionate information showing compliance with the Equality Duty, and to set equality objectives. This book helps nurseries and schools to set objectives in the chapter on policy, and to achieve those objectives in the chapters on curriculum, environment, community and Pride Youth Networks.

Dr Elly Barnes, MBE

Who would like to live in a land where all are treated equally and fairly?

Every day, my job lets me know that we have a long way to go on our journey to inclusion. Working on the basis of us all jumping on the rainbow bus forthwith, there is a chance we can reach the land of social justice before I leave this earth! However, we can only do this with full participation from education from the get go, starting in nurseries and primary schools, allowing the next generation to grow up experiencing equality and recognising diversity as a regular part of life.

Sadly, in 2017, regardless of all the achievements in legislation, there are still teachers who are fearful of being themselves or

who feel uncomfortable advocating for the inclusion of sexual orientation and gender identity. Just recently I met someone who was forced to leave their last four teaching posts due to homophobia, biphobia and transphobia. How can this be, when government and school policies embrace diversity?

Has much really changed in terms of hearts and minds since I was growing up in the 1970s and 80s? Yes, some positive changes have occurred, but we are still having to challenge negative attitudes that are influenced by the current political climate, bigotry, the excuse of 'tradition' and the perceived reality of the 'heteronormative' model. Thankfully, it's no longer just me, Martina Navratilova and Larry Grayson, but assuredly a whole new visibility of queerness that is beginning to be embraced by schools and communities – and with good reason too, as around 10 per cent of the population could potentially identify as LGBT+ (the famous sexualities statistician Kinsey established this figure in relation to gay men in 1948, but of course it is probably more, as he was not looking at women, bi or trans people). In school terms, this is up to three students in every class we teach, so representation is paramount.

Since my teenage years in the Leicestershire countryside I have found myself in all sorts of relationships with all sorts of people. I identified as a lesbian for a number of years but have always been sceptical of using labels, both personally and in my teaching, as I view both sexual orientation and gender identity as fluid and subject to change at any point in a person's life. Little did I know that being open within my profession as a music teacher and head of year, and that teaching my kids it's okay to fancy who you like would lead to a whole new career, an MBE and a doctorate! You just never know what is around the corner.

Language has been key in developing strategies for institutional change, so I use the term 'LGBT+ friendly' to describe the aim of my interventions and the objective for all schools and organisations to pursue. It refers to establishing an

environment that embraces all sexual orientations and gender identities so there is no fear of discrimination based on these grounds.

My research has shaped the development of the Educate & Celebrate Best Practice Award Programme by examining the benefits and barriers, the successes and failures that occurred in the process of transformation and the search for definitive strategies to create LGBT+ friendly schools, predominantly based on my teaching at Stoke Newington School in North London where the programme originated in 2005. In 2012, we received Ofsted Best Practice Status for taking a whole-school approach to tackling homophobic bullying and ingrained attitudes. Ofsted wrote of our programme, 'this approach has been highly successful' and subsequently in 2016 it described it as 'innovative and visionary'.

In 2012, my post with Birmingham City Council allowed for further pilot studies and research with schools in the West Midlands, including nursery, primary, secondary, special, further education, higher education and initial teacher training through the universities and the teaching schools. This invaluable experience in all phases of education informed the research for my Masters by exploring the impact of interventions and the needs of teachers.

With that in mind, the Educate & Celebrate programme is ever-evolving as more successful interventions manifest themselves through my research. However, it remains streamlined into five core areas for intervention: training, policy, curriculum, environment and community. Ongoing research with staff, students, parents and governors ensures that we are continually providing the guidance, services and resources that schools want and need.

In November 2014, the Educate & Celebrate programme became a charity, and in April 2015 we were awarded our first major funding from the Department for Education and the Government Equalities Office to create 60 further Best

Practice Award schools in England, with Dr Anna Carlile from the Department of Educational Studies at Goldsmiths, University of London, as our independent evaluator. We were thrilled to receive validation of our strategies in the NatCen evaluation, which reported that we had created a shift in emphasis from reaction to prevention of homophobic, biphobic and transphobic (HBT) bullying, along with making LGBT+ people part of everyday existence, therefore reducing bullying because LGBT+ people no longer seemed unusual. Where before one of the teachers we worked with felt that he couldn't or shouldn't use words like 'gay' or 'lesbian' with a child in primary school, he now felt confident in being able to answer pupils' questions around, for example, what a lesbian is. For the teacher, a key reason behind this was that the Educate & Celebrate training provided him with more detailed information about the Equality Act 2010, which highlighted the importance of LGBT+ inclusion in schools. The teacher felt this gave him 'permission' to talk about LGBT+ issues more openly in his school.

In July 2017 we had 120 Best Practice Award schools, with another 50 schools in the UK and Channel Islands beginning their journey to LGBT+ inclusion in the autumn of 2017, along with our Pride Youth Network and teacher training programmes, guidance and resources for all phases of education, including book collections, sing-along songs, lesson plans, posters and ongoing research, as well as our much-loved annual showcases and Great Rainbow Bake-Off.

All our trainers have made their own schools LGBT+ friendly and it's our experiences as long-standing teachers that have fed the development of Educate & Celebrate, combined with a shared goal for social justice, a need to empower students to question the world around them and an absolute duty to give confidence, skills and resources that enable educationalists to effectively implement a whole-school approach to LGBT+ inclusion.

Going forwards, if we can ensure the addition of LGBT+ targets to achieving Qualified Teacher Status, provide compulsory LGBT+ training for practising and trainee teachers, add value to the curriculum, encourage and nurture pupil voice and establish a centrally funded distribution of inclusive and accessible resources, then we have the beginnings of a cohesive education system with people and social justice at its core.

Dr Anna Carlile

I went to school in rural mid-Wales. At primary school, I always felt a bit awkward. I didn't like dresses and preferred to get muddy on my bike rather than play with dolls. At school, my classmates didn't know what to make of me. I had a couple of playdates with my friend Darren, which we spent diving around in the woods being soldiers. I was isolated from the other girls in my class, and struggled to make friends; they tolerated my presence, but I didn't really understand their interests.

Within a week of going up to secondary school, the girls who had come with me from primary school had made their feelings much clearer. It was our second week in big school; trying to stay calm and find my way around was already taking up plenty of energy. My new uniform skirt swung awkwardly around my knees; my sensible, sturdy boy shoes were not like the flimsy, cardboard flat shoes the other girls wore. Our group had found a quiet space to eat lunch every day in our tutor's classroom, and, with my plastic lunchbox, I gratefully stepped out of the swirling mass of noise and shoving in the corridor. The tables were grouped with six chairs around them. I sat down next to my five classmates and opened my box. With a nod from one of the girls, they stood up together and moved to another table. My heart dropped to the pit of my stomach. I spent the rest of the year walking the corridors and eating lunch alone.

I found a small group of friends in Year 8. By then I was being shoved in the corridor by large groups of older girls who called me a 'lesbian' and grabbed at my legs before I was even out as gay to myself. And then towards the end of Year 11, I went to a party and kissed another young woman. I remember walking into my GCSE maths exam, telling my friend Phoebe that I was a lesbian. She said, 'oh', and walked away from me. The young woman I had kissed never spoke to me again and I retreated back into the closet and spent the next eight years dating men who were not good for me. I never heard of other LGBT+ people at school, in the books they gave us to read, in the lessons about reproduction or safe sex, or in assemblies. LGBT+ people were totally and utterly invisible. I left school with no A-levels, and had my first child at 19.

I finally met some LGBT+ people and properly came out as a lesbian at the age of 24, and immediately felt more like myself. I was able to go to college, get an Access qualification, and finally get to university. I became a secondary school teacher, and worked in California. I lost my first job in a school for children with Asperger syndrome when a parent complained about there being an 'open' lesbian on the staff and the headteacher asked me to resign. I moved on to looking after young people who had involvement with the criminal justice system, then I did a PhD about exclusion from school and institutional prejudice. As part of my research, I looked at how LGBT+ children were treated. I remember walking into a school foyer and crying because someone had hung up a Rainbow Pride Flag for LGBT History Month. I wrote about how the crying was evidence of the rarity of this kind of recognition of LGBT+ people in schools. Through my research, I also saw how LGBT+ young people in secondary school were ignored or pathologised. One young man was permanently excluded three times before he was offered counselling and finally came out as gay. A young woman was sent to a pupil referral unit for six months for kissing another girl in the school foyer.

And another young person was described by her social worker as ‘bizarre, disturbed and weird’ for expressing a wish to dress like a boy and cut her hair.

In the meantime, my own children and those of my LGBT+ friends began making their way through the school system, and I began researching a book on LGBT+ parented families and schools (Carlile and Paechter, forthcoming in 2018). Some of the children of LGBT+ parents I know have had to move schools due to homophobic bullying. Some developed anxiety disorders due to the unsafe environment. One boy in Year 8 had to leave his school when someone told all the children in his year that he had two mums. He had never outed himself as the child of gay parents. He told us that the children often used the word ‘gay’ as an insult, and because of this, he didn’t feel safe.

Once I began teaching PGCE (Postgraduate Certificate in Education) students at university, I met plenty of young, bright, warm and clever LGBT+ people who wanted to become teachers. They worried about how or whether to come out at school, and whether their headteacher would support them if a parent complained. Some told me that they knew many gay men who really wanted to be teachers but had decided not to for fear of homophobic prejudice and bullying by students, parents and colleagues.

And then I became the external evaluator for the Educate & Celebrate programme. We interviewed lots of children and teachers in nurseries, primary schools, secondary schools, mainstream, urban, special schools, faith schools, single sex and mixed schools. We found that children and young people are well able to understand and accept LGBT+ people, and often know more about the topic than their teachers and parents or carers. We found that a comprehensive programme of school change could provide the conditions where LGBT+ teachers, students, parents and carers could come out and be themselves – and that this improved teaching and learning. We found that

schools that became experts on LGBT+ issues also became experts on a wider range of other forms of inclusion, and that faith schools and schools in faith communities were particularly good at this work. We wanted to share this work with more schools, and so we wrote this book.

How To Use This Book

This book is for nursery, primary, and secondary school educators, parents, students, and anyone interested in LGBT+ issues and education. We are aware that people working in each of the three age phases will want to see material relevant to their own places of work, so we have tried to ensure that each chapter includes something useful for everyone. The only exception is Chapter 7, which is on Pride Youth Networks (PYNs), which tend to work better for older children and young people. However, there is nothing to stop nursery and primary schools working with secondary school PYNs! We want to share our experience in every kind of setting, including faith schools, schools for students with special educational needs, and multicultural settings – both rural and urban.

Chapters 3 to 8 form the practical guidance offered in this book, and explore the following areas:

- What the issue is: for example, why we focus on policy, curriculum, or community.
- How we deal with it: step-by-step guidance on how to create sustainable change. Where appropriate, this will include usable examples and forms of words.
- A short summary of the steps.
- Examples of the recommendations in practice: case studies of nursery, primary and secondary schools.

- **Moments of Change:** these are inspirational incidents that happened in real schools and which show how the programme has a genuine impact. They are stories straight from other teachers and school staff, often told in their own words.
- A list of useful resources.

Readers should use the chapters as needed. Dip in and out, and take the elements that work for you. However, the programme works well as a unified approach. Remember that if you have updated your policies and environment and audited the curriculum, you will already be in a good place to welcome a gay, lesbian, bisexual or transgender student or staff member.

MOMENTS OF CHANGE

Two boys in a Year 9 tutor group were discussing new football trainers. One commented on a pink pair saying, 'You can't wear those, they're gay!' Another student told him not to be silly, went out and bought the trainers that night to prove a point, then brought them into school the next day to show the other boy.

(A secondary school teacher)

The book follows the same framework as the whole-school change programme delivered by the charity Educate & Celebrate. If you are interested in contacting Educate & Celebrate to work on the programme with a trainer, consultant, or Pride Youth Network coordinator, or to access a huge variety of school library book packages and cross-curricular lesson plans, get in touch via the resource lists at the end of each chapter.

Overview of chapters

In Chapter 2 we look at why this book is needed. It gives a short background of the development of schools' legal requirements relating to LGBT+ people and issues, including some of the reasons behind why there might be problems with getting a large institution to change in a systematic way. An overview of the impact of the now-repealed Section 28, the Equality Act 2010, and Ofsted's view on the topic will help you to have the necessary conversations with staff and parents or carers. It will also summarise recent research into why this work is so important, together with an outline of the negative effects of not addressing LGBT+ issues: mental health concerns and impacts on children's success at school.

Chapter 3 addresses school policy. It explains why it is important to look at policies on uniform, behaviour, inclusion and families, and offers some forms of words to tweak for your own institution. It includes ideas of which staff members would be best placed to be involved with this work.

Curriculum is dealt with in Chapter 4. We look at why we are not merely talking about personal, health, social and citizenship education (PHSCE), religious education (RE) or assemblies, and outline some step-by-step approaches for reviewing curricula and using children and young people's literature to start the conversations. Key to working through this with teachers and parents or carers is understanding what entails an age-appropriate approach.

In Chapter 5, we think about the school environment, and why it can have such a fundamental effect on children, teachers and parents. We outline some ideas for enhancing your school environment and making it LGBT+ friendly, and show you lots of examples from real nurseries, primary schools and secondary schools.

We help you think about your school community in Chapter 6. Here we consider parents, local culture, faith and religion, language, and how to get everyone involved and

supportive of your school's equalities work through activities like acting, singing and baking!

Pride Youth Networks are discussed in Chapter 7. Here we look at why these youth-led groups are important, and what they can do – including going on trips, running assemblies, talking to parents and carers, helping with the policy, environment and community initiatives discussed in Chapters 4, 5 and 6, and bringing student voice to the whole process.

In Chapter 8 we look at how to make a transgender or non-binary student, staff member or parent feel welcome and supported at your school.

At the end of the book you will find a Glossary of Key Terms and Useful Contacts.

Why We Need This Book

As you will see below, Ofsted inspectors are required to uphold the Equality Act 2010. This piece of legislation has made it illegal for nurseries and schools to fail to protect LGBT people and their families, and has made it a requirement to encourage positive relationships between this group and others. However, although we have certainly achieved some very positive gains in terms of LGBT+ equality in recent years – such as same-sex marriage – there is still some way to go before all children, teachers and parents who are concerned with LGBT+ equality feel confident, safe and accepted in all nurseries, primary and secondary schools.

In 2017, we saw the 50-year anniversary of the partial decriminalisation of homosexuality, celebrated with TV programmes and events. But have advances in legislation really made a difference to hearts and minds? Have they positively impacted on perceptions of LGBT+ people's understanding of themselves?

What is it really like for LGBT+ people and their families in our nurseries and schools?

Several well-respected organisations have conducted research about the detrimental effects of homophobic, biphobic and transphobic bullying in educational institutions in the UK. For example, NatCen Social Research (2014) and Stonewall (2017)

have repeatedly found that schools can be unwelcoming and hostile environments for many LGBT+ young people and teachers – and this in turn has had serious implications on their health and well-being.

A touchstone discussion is often held in teacher training sessions about whether teachers should be ‘out’ as LGBT+. Most teachers and students in our research say that they feel that teachers’ ability to safely ‘come out’ at school can affect students in a positive way. One student wrote a letter to a teacher about this, explaining: ‘I don’t think I can list all the things I could thank you for, so I’m just going to say an overall thanks. I also want you to know that thanks to you, I found the courage to come out as gender-fluid/non-binary.’ If a school’s teachers aren’t out, then somewhere in the school something is wrong. As one of our 15-year-old interviewees told us, ‘If teachers don’t feel safe to be themselves, then how can we?’ If there is resistance to the idea of teachers being out, ask straight (heterosexual) colleagues what they do if they bump into a student on the bus or in the supermarket. Do they need to suddenly drop their partner’s hand? Or, you could talk about whether they think it appropriate for a heterosexual teacher to mention how her fiancé surprised her with a wedding proposal while scuba diving on holiday. Or perhaps a school wants to raise money for a hospital ward where a male teacher’s wife is ill with a rare medical condition. And what if a woman teacher’s female partner gives birth to their first child? Would that teacher have to crop her partner out of every baby picture? People will soon see how being ‘out’ can come up in general discussion, and how having to police one’s language, gender pronouns, or stories can have a negative impact on a person’s life and happiness. See the Glossary of Key Terms at the end of this book for more on ‘coming out’.

MOMENTS OF CHANGE

Things have been pretty positive since I came out; I've had lots of support from staff and the senior leadership team and some funny questions from kids (for example, 'Does your (pause) boyfriend wear glasses?').

I've had a few parents complain that they don't think it's appropriate but my headteacher firmly put them in their place. I think it has been useful, as we had a few complaints about what we were doing for Diversity/Anti-Bullying Week, but being open about my sexual identity with them made them consider what they had to say and how to say it, instead of it just being a concept to rail against. Today, I got a letter from a child after I had to send him out for behaviour reasons. He apologised in it, but then wrote, 'I never got to say you're very brave. You said you're gay in assembly and that's why I appreciate you. You're honest, firm when you need to be. You're everything I want to be when I'm older.'

I don't know why I was so afraid to come out before. I think sometimes you, I, people, underestimate why it's so important or are too fearful of the reactions we get. I'm so glad I did it and it has had either no impact, or a positive one. Reactions like this young man's have made it feel so worth it.

(A secondary school teacher)

A Metro Youth Chances report found that:

Most young LGBTQ people feel that their time at school is affected by hostility or fear, with consequences such as feeling left out, lower grades and having to move schools. Most report that their school supported its pupils badly in respect of sexuality or gender identity. (Youth Chances 2014)

These negative experiences may well explain the 48 per cent of trans+ young people under the age of 26 who have made at least one suicide attempt (compared with 26 per cent of cisgender young people (PACE 2015)).

Outside of school, homophobic, biphobic and transphobic hate crime in Britain has soared from 9 per cent to 78 per cent in the last four years (YouGov and Stonewall 2017) with between 10 and 28 per cent of LGBT people experiencing discrimination in bars, restaurants, renting or buying a flat, accessing social services, visiting a faith service or attending a sporting event.

Educate & Celebrate surveys of participating schools in 2015 found that before beginning the programme, 40 per cent had 'no subject areas' where the topic of LGBT+ people or issues was present, 53 per cent were not teaching about LGBT+ relationships, and 49 per cent were not teaching the definitions of 'lesbian', 'gay', 'bisexual' and 'trans'. That is almost half of our students across the country not receiving any form of LGBT+ inclusive education. The Stonewall School Report two years later in 2017 similarly found that 40 per cent of pupils are never taught about LGBT+ issues at school.

As educationalists, there is much we can do to stop this increase in problems by engaging with the interventions outlined in this book. You can go through the book methodically, or choose a chapter as a starting point to help you create institutional change.

The evolution of UK policy

If we look at the timeline below, we can see how recently UK policy has made it possible to effectively work towards full inclusion in education.

1967

The Sexual Offences Act partially decriminalises homosexuality (for men over 21 and 'in private') in England and Wales.

1971

The Nullity of Marriage Act bans same-sex marriage in England and Wales.

1988

Section 28 (or Clause 28) introduced: this was a local government act introduced by Margaret Thatcher which stated that councils should not 'intentionally promote homosexuality or publish material with the intention of promoting homosexuality' or 'promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship'.

1992

Same-sex attraction is removed from a list of mental illnesses by the World Health Organization.

1994

The age of consent between two men is lowered to 18.

2000

The ban on lesbian, gay and bisexual people in the UK military is lifted.

2003

Section 28 is repealed by the Labour Government.
Employment Equality (Sexual Orientation) Regulations ban employment-based discrimination towards lesbian, gay and bisexual people.

2004

The Gender Recognition Act allows people to change the gender on their birth certificate.
The Civil Partnership Act gives same-sex couples rights similar to those gained through marriage.

2010

The Equality Act makes it illegal to discriminate against people on the basis of many characteristics including sexual orientation or gender identity and introduces the public duty to ‘foster good relations’ between groups.

2012

Significant changes in Ofsted criteria include a section on ‘Exploring the school’s actions to prevent and tackle homophobic bullying’, applicable to all age groups.

2013

The Marriage (Same-Sex Couples) Act is passed. Ofsted adds protections for transgender people to its criteria.

2017

The British Merchant Navy repeals criminalising ban on same-sex relationships.

Let’s look in more detail at some of these key moments, and how they have impacted – positively or negatively – on the task of making all schools LGBT+ friendly.

Section 28 and the ‘promote’ problem

How old were you when Section 28 was repealed? This law was developed following the publication of LGBT+ books for adolescents and schools exploring queer identities and family units. These books and programmes were subsequently banned.

As we explain in the timeline above, Section 28 stipulated that councils should not ‘intentionally promote homosexuality or publish material with the intention of promoting homosexuality’ or ‘promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship’ (Local Government Act 1988).

This word ‘promote’ certainly comes up in discussions with school staff, and it is important to know its history. It is also sometimes seen in old school policies. The notion that we are promoting different kinds of sexual orientation and gender identity should be outdated, yet is still something that is hotly debated in Educate & Celebrate staff meetings. For example, teachers often ask, ‘If we talk about it, are we promoting it? Will we make our students gay?’ Unfortunately, with LGBT+ identities – arguably more than with any other equality strand – there is still an underlying notion that it is somehow ‘wrong’. Therefore, it is our job as educators to eradicate this perception by asking comparative questions like, ‘When we study the Paralympics are we promoting disabilities?’ or, ‘When we study the civil rights movement, are we promoting being black?’ The answer is evidently, ‘No!’ We are simply learning about the world around us and the world that our students will be entering. To support this, we encourage the publication of LGBT+ inclusive resources, and use books from nursery to Key Stage 5 about all sorts of different families so they are no longer seen as pretended.

Section 28 has left a powerful legacy for some long-serving teachers. It continues to present a barrier to some being able to talk about the full range of families that might exist in their students’ lives.

The Equality Act 2010: the protected characteristics and the public duty

The specific duties enshrined in the Equality Act 2010 require public bodies to publish relevant, proportionate information showing compliance with the Equality Duty, and to set equality objectives. This book helps nurseries and schools to set objectives in the chapter on policy, and to achieve those objectives in the chapters on curriculum, environment, community, Pride Youth Networks, and working with transgender people.

The Public Sector Equality Duty means that any public bodies (like schools) have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees. Nurseries, schools and academies are therefore required by law to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

According to the Equality Act 2010, it is against the law to discriminate against anyone because of:

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

These are called ‘protected characteristics’.

Everyone with these characteristics, or anyone associated with someone with these characteristics (for example, a friend or family member) is protected from discrimination in various places, including in work and in education. You are also protected if you have made a complaint or supported someone else who has made a complaint on this basis. Finally, it is important to note that there is no hierarchy of equality. Each protected characteristic is just as important. The Equality Act 2010 is a clever piece of legislation as it facilitates discussion, empathy and collaboration between groups.

Ofsted: taking LGBT+ equality seriously

Ofsted guidance requires inspectors to ensure that questions are age appropriate and asked in the right context. For example, they might ask primary-aged pupils whether they 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, wrong, scary or unpleasant is unacceptable. They might try to find out whether children are picked on by other children for not behaving like a 'typical girl' or a 'typical boy', or if they have had any lessons about different types of families.

Secondary school students might be asked if there is any transphobic bullying, anti-gay derogatory language or name calling in school or on social media sites, or whether a gay pupil could be safely 'out' in school.

Inspectors are also asked to look for documentary evidence that senior staff and governors are aware of any instances of homophobic or transphobic language in school, whether this is recorded and how it is acted on. They would potentially look at support for staff and students subjected to homophobic, biphobic or transphobic bullying, and whether training has been provided for staff in how to tackle this kind of bullying, including homophobic, biphobic and transphobic language. Schools are inspected for provision to meet the needs of LGBT+ students and those from LGBT+ parented families, including carers as well as parents.

Revisions have been made to this guidance, and these areas of investigation now fall not only within the personal development, behaviour and welfare judgement but also within the quality of teaching, learning and assessment judgement, and that relating to the effectiveness of leadership and management and outcomes for pupils.

It should be noted that a lack of work on LGBT+ issues is not evidence of religious extremism. Many non-faith schools, and schools serving primarily secular communities, are not

ready to deliver the LGBT+ related elements of the Equality Act 2010. All publicly funded schools should be delivering the public duty enshrined in the Equality Act 2010, for people with the full range of ‘protected characteristics’!

Schools that have undertaken the Educate & Celebrate programme often receive comments on their work in Ofsted reports. For example:

A good range of SMSC [spiritual, moral, social and cultural] experiences are supported through the Global Learning Programme, which encourages global citizenship, and the Educate & Celebrate Programme supporting students’ understanding of LGBT+ issues. *(June 2015: comments as part of the judgement on leadership and management at a secondary school in the Midlands)*

Pupils are knowledgeable about, and respect, difference. For example, multiple signs around the school declare that ‘this is a safe zone for lesbian, bisexual, transgender and gay people’ and that homophobic attitudes are not tolerated and will be challenged. *(December 2015: comments on the effectiveness of leadership and management in relation to the behaviour of pupils at a diverse urban Church of England secondary school)*

Pupils in Year 5 demonstrated the fine impact of the school’s approach to inclusion and community values through their discussions about the concept of unconditional friendship. Pupils showed true empathy in the ways they talked, for example, about the importance of people having an ‘open heart and being beautiful’. As one pupil said, ‘We are all human, we are all unique.’ *(January 2015: comments on safety at a primary school with a wide range of languages, religions, and ethnicities)*

An approach that builds teacher confidence and works with what schools and teachers are already doing

We all have enough to do on a daily basis in a school community. This is why we are suggesting strategies that make LGBT+ inclusivity part of everyday life – part of your existing lessons and part of the fabric of the school. In a nutshell, we are asking teachers to ‘change, and not simply mirror our society’ (Casper and Schultz 1999, p.15). It is about what teachers are *saying* in their existing lessons, rather than ‘teaching’ a specific LGBT+ lesson.

Szalacha (2008, p.68) noted that ‘culturally competent teachers understand and address cultural diversity in their classroom, including sexual diversity’ and gender identity. Advice from the Department for Education on ‘The Equality Act 2010 and Schools’ (2014) outlines a ‘clear duty to ensure that teaching is accessible to all children and young people including those who are lesbian, gay, bisexual and transgender (LGBT)’. However, learning how to teach LGBT+ inclusive lessons is not part of the stipulations for Qualified Teacher Status, and this can leave newly qualified and practising teachers alike very fearful of what they might be asked to address.

MOMENTS OF CHANGE

One child looked a little bemused when we read about a family with two dads and said that wasn’t ‘normal’. Instantaneously the class besieged him with ‘of course it is’ comments, talking about same-sex marriage on the news, high-profile celebrity partnerships and so on, with no input from me. I was very surprised by how naturally they responded and he seemed to accept their ideas. They decided our new class quote would be ‘Normal? All loving families are normal’, and this was the kind of conversation I overheard for several weeks after that.

(A primary school teacher)

In 2008, 65 per cent of teachers acknowledged they needed more specific education to address LGBT+ issues as part of teacher education courses (Szalacha 2008). In 2013, 72 per cent of teachers in Birmingham said they would welcome specific training to help them better address homophobia in their own classrooms (Evans 2013), and our Educate & Celebrate survey in July 2015 reported that 83 per cent of teachers would welcome further LGBT+ training to help their schools become LGBT+ friendly and address homophobia, biphobia and transphobia. This lack of confidence is echoed in the Stonewall School Report (2017), which found that only 13 per cent of school students have learned about how to have a healthy relationship in relation to same-sex relationships, and 40 per cent are never taught anything about LGBT+ issues in school or college.

Schools need to train teachers at the start of their careers, and not simply leave it to the forward-thinking universities and school-centred initial teacher training (SCITT) programmes to lead the way. This book can help you to frame or complement your teacher training programme.

The whole-school approach laid out in this book is one that requires teachers to be supported by leadership. Taking the Educate & Celebrate approach means being part of a bigger national programme. Is there an LGBT+ teacher in your school who tends to deal with all of this stuff? Is this the one person to whom all the questioning staff and students are naturally drawn to? This is a big responsibility for one teacher! Inclusion is everyone's responsibility. One headteacher we have worked with told us, 'Staff just needed permission to talk about it. Giving staff the confidence was the biggest thing, opening it up and saying, "Right, on you go!" That made a huge difference.'

MOMENTS OF CHANGE

We dealt with poor language in an ad hoc way, as it arose. In hindsight, a year on, it all seems very logical now! The training has taught me that it's okay to give honest answers. It makes everyone feel better knowing there is a whole-school agreement on it.

(A Head of Inclusion)

Formalising your school approach is imperative too. Our research finds that 44 per cent of the schools that contact Educate & Celebrate for training services initially make the approach because staff are not confident in dealing with sexual orientation and gender identity. In contrast, only 4 per cent got in touch because students were being bullied because of their gender identity and sexual orientation. This is why we think that bullying is the end result of a more serious problem – that of not being educated in the first place. So, this book delivers results at the root of the issue – education for students, and training for teachers.

Even though we have the legislation now, there is still a need for an LGBT+ inclusive education. We have really only just begun the journey in schools and in the wider community. We must continue to break down the negativity and fear surrounding LGBT+ inclusivity by increasing visibility in all aspects of school life. We must nurture a new ethos of learning. This can only be achieved with willing leadership teams and governors, and confident, well-trained teachers.

Useful resources

Educate & Celebrate training programmes, CPD days and staff meeting talks: www.educateandcelebrate.org/training

Equality Act 2010 Guidance. Accessed on 31/10/17 at www.gov.uk/guidance/equality-act-2010-guidance

Metro National Youth Chances Integrated Report (2016) Metro (a survey of 16–25 year olds). Accessed on 31/10/17 at www.metrocentreonline.org/sites/default/files/2017-04/National%20Youth%20Chances%20Intergrated%20Report%202016.pdf

National Union of Students (2014) 'Education: Beyond the Straight and Narrow: LGBT students' experience in higher education.' Accessed on 31/10/17 at www.nus.org.uk/global/lgbt-research.pdf

Policy

What is a policy? And what exactly is it for?

Schools and nurseries are awash with policies. Some are available on their website; others are in a lovely ring-binder in the reception area. But what are they really for?

School policies are not statements of fact. They do not prove that an institution is actually doing something, either. Because of this, and without actual action, they can become tokenistic – a tick-box exercise. That is why the policy element of the Educate & Celebrate programme needs to be followed alongside changes to curriculum, the environment, and the community work you do at your nursery, school or academy.

Policies are, however, a way to establish your organisation's attitude towards an issue – an attempt to explain how an institution approaches a particular subject. They can include general or specific guidance, and the job titles of individuals responsible for implementing that guidance.

MOMENTS OF CHANGE

Two students sent an email to the headteacher asking for more categories to specify gender on enrolment forms, because they felt they didn't take into account non-binary genders.

(A secondary school teacher)

Policies can also be implicit – for example, a form requiring parents or carers to write down two emergency numbers implies a policy that staff should have access to two emergency numbers for each child, even if it is not written into a policy. It also assumes that all students have access to two people appropriate for emergency care. Similarly, a home–school agreement in the policy section which includes a well-worded equality statement can powerfully imply a commitment to a school that is LGBT+ friendly, religion friendly, and disability friendly, for example. If a parent or carer has signed this contract to agree to the policies of the school at entry, they will have indicated their agreement to this important work.

Why update your policies?

Policies cannot account for every eventuality, but they can be used when things go wrong, for example at an employment hearing or a judicial review. So it is important to get them right, and they must be reviewed and updated, especially when the law changes.

As well as ensuring that nursery, school and academy policies are up to date in line with legislation and Ofsted requirements, reviewing and updating your policies can make your work to create an LGBT+ friendly space in your organisation truly sustainable. Policies are reviewed on a long-term basis. Many organisations have a policy review every one to three years, depending on the legal frameworks involved.

Remember, your local secondary school's Pride Youth Network can help you to read through your policies and offer suggestions for improvements (see Chapter 7).

Encourage your senior leadership team to take changes seriously

The process of updating your policies means that the focal topic underpinning a policy review – in this case, making your

school LGBT+ friendly – is taken really seriously. It has to involve school governors and members of the senior leadership team in order to get the changes ratified, so the topic will be discussed at governors' and senior leadership team meetings.

Often programmes like Educate & Celebrate are given to an RE or PHSCE teacher to deliver. However, this can sometimes cause problems in terms of access to strategic change discussions with senior managers. As one of our Educate & Celebrate coordinators at a secondary academy told us, she had finally managed to get a policy changed, but with difficulty: 'I think because I felt that I was kind of interfering at a level that perhaps wasn't mine, it was difficult!' In comparison, at another of the schools we have worked with, the programme was taken on by the deputy headteacher in charge of community liaison. When asked how she managed to get policies changed, she explained, 'I just did it!' So consider who will be leading your programme of change, and how staff members can build collaborative alliances with senior managers with the ability to raise policy-related discussions.

Make a statement to parents and carers about your organisation's inclusivity

If an LGBT+ parent or carer walks through the door of your nursery or school and asks for a registration form, does it ask for 'mother's name' and 'father's name'? Or does it simply say 'Parent 1' and 'Parent 2'? Or even 'Caregiver 1, 2 and 3'? When the parents of a transgender child flick through the policies folder in the visitors area, will they feel that their child will be safe, accepted and supported at your school? What toilet will they be able to use, and what uniform will they be required to wear?

Making policy changes delivers a strong message that your nursery, school or academy takes equality seriously. For example, your inclusive ethos can be incorporated into your home-school agreement by adding an equality statement,

which ideally states that you treat all equally and fairly, and names all of the ‘protected characteristics’ in the Equality Act 2010. This statement can be read, agreed and signed by parents at interview.

Some policies to start looking at

The most common and perhaps easy to update policy to look at might be your uniform policy, *or dress code*. In order to make your nursery or school dress-code friendly for gender-variant children, or those who express their gender in a non-typical way, it might be best just to remove the words ‘girls’ and ‘boys’ from your dress-code policy and replace them with ‘students’ or ‘children’.

One of the teachers we have been working with told us about how she had started the policy conversation by looking at the staff dress code. Her school required female staff to wear dresses and tights and had not been updated since the 1980s! Beginning that conversation with her line manager opened the door to discuss school uniform, and then to look at the behaviour policy.

MOMENTS OF CHANGE

Now we’ve looked at our Consequences Policy, discriminatory language during lessons that is homophobic, biphobic or transphobic results in an instant 30-minute detention outside the classroom.

(A secondary school teacher)

Your behaviour, discipline or anti-bullying policy will probably already have a clear consequence pathway regarding the use of racist language. How does this compare to the use of homophobic, biphobic or transphobic language? Is the disciplinary response to the word ‘tranny’ the same as the response

to common racist words? What about when a child says ‘that’s so gay’, meaning ‘that’s stupid’? What would the consequence be if students were to choose to use the word ‘female’ or ‘black’ to mean stupid? There would probably be no hesitation in taking this seriously.

Your anti-bullying policy should talk about biphobia and transphobia, not just homophobia. Policy writers should include explanations of these within a glossary of terms (see the glossary at the end of this book for examples).

In the schools where we have implemented the Educate & Celebrate programme, changing the discipline policy to stop students using the word ‘gay’ as an insult has, after an initial introductory phase, had very positive results. One Educate & Celebrate coordinator explained:

... when we put that into force, the kids’ reaction at first, when we sort of said, ‘if you say “that’s so gay”, if you use “faggot”, anything like that, you’re going into isolation, that’s it’. It was kind of a shock for them, and I don’t know whether it was shocking for them because all of a sudden it was being taken seriously, as seriously as if they’d said the ‘n’ word – or whether it was because they just hadn’t ever considered it before and it was just a shift in their attitude. In December you know, the senior leaders were coming back to me and saying, ‘It’s ridiculous, we can’t have this many kids in isolation!’ I said, ‘I know it’s really annoying now but it’ll be so much better in January when they just don’t do it anymore!’ And I started to hear less and less and less of it in the corridors, in my lessons, it just wasn’t a terminology that was just used to describe anyone anymore.

Eventually the homophobic language at her academy almost completely died out – at least, in front of teachers!

Dealing with this sort of language is often addressed through the use of exclusions and detentions. Bear in mind

that peer mediation might also be appropriate (see the list of contacts at the end of the book for further guidance on this).

Inclusion policies are usually the first considered when LGBT+ issues are raised. Of course, these are a great place to start, as they already have the language of inclusion in place. However, be careful not to simply add the words ‘sexual orientation and gender identity’ – the Equality Act 2010 now includes the Disability Discrimination and Race Relations legislation, and has added religion and age as protected characteristics too. You will need to think about the *structures* in place at your school when you look at the inclusion policy – remembering that there should be no hierarchy of equality. For example, we recently heard of a school where the headteacher had obtained use of the field across the road ‘for the boys to run off excess energy at lunchtime’. This contravenes the Equality Act 2010 on the basis of equality between girls and boys. So, how are PE activities divided up in your school? Are gender-neutral toilets available? How is the dressing-up box used? Do you actively promote tolerance and understanding between groups, as stipulated in the legislation? Don’t forget to think about families here. This might be a good place to make a clear statement about the diversity of your parents and carers, as well as that of your children or young people, and your staff.

Consider re-naming your sex and relationships education (SRE) policy as a healthy relationships education (HRE) policy. Potentially, the mention of the word ‘sex’ in a policy can cause fear among parents, carers and governors. ‘Healthy relationships’ better describes what we are teaching, in any case. Remove LGBT+ from lists of ‘sensitive issues’. We often find LGBT+ placed with human immunodeficiency virus (HIV), domestic abuse and female genital mutilation (FGM), which is needlessly pathologising.

Summary: how to update your policies

- Identify a staff member who is either a member of the senior leadership team or who has a good collaborative working relationship with a member of the senior leadership team.
- Look at the summary of the Equality Act 2010 in Chapter 2, especially the ‘public duty’ and the ‘protected characteristics’.
- List your policies and draw up a timetable for review.
- Read each policy with your eye on the Equality Act 2010, and edit it to match the new requirements. Think about equality, and consider whether you can change the language – for example, ‘children’ or ‘students’ instead of ‘girls’ and ‘boys’; ‘parents and carers’ instead of ‘mums and dads’; ‘staff members’ instead of ‘men’ and ‘women’.
- Take the finalised policy to the governors or similar, and get them to agree on the new wording. It will help if governors have attended Educate & Celebrate training or similar.
- Update related forms, signage and website content to align with the new policies.

EXAMPLES

A Nursery Parents and Carers as Partners Policy

Acorn Nursery's Parents and Carers as Partners Policy

Member of staff responsible: Home-school liaison officer

Policy reviewed on: September 2018

Review date: September 2020

We believe that children benefit the most when parents, carers and staff work together in partnership to ensure quality care and learning for the children. The nursery team welcomes parents and carers as partners and this relationship needs to be built on trust and understanding. It is important that we are able to support parents and carers in an open and sensitive manner. A two-way sharing of information is key to this, as is the sense that all parents and carers are valued, regardless of age, disability, gender, gender identity, race and nationality, religion or belief, pregnancy, marriage and sexual orientation.

The nursery wishes to ensure that parents and carers are part of the care and education team within the nursery.

This policy has been written with due regard to the Equality Act 2010.

Respecting parents and carers' needs and identities

Acorn Nursery will:

- Respect the family's religious and cultural backgrounds and accommodate any special requirements wherever possible and practical to do so.
- Acknowledge that children grow up in many different kinds of families. Some of our children live with a grandparent or foster carer; others live with two mums or two dads, or may be growing up with a single parent.

- Value and respect all family structures and take care to acknowledge these through our celebrations and activities – for example, making celebration day cards, and talking with children about their families.
- Take care to represent all kinds of family in our book corner, displays, stories and materials.
- Find out the needs and expectations of parents and carers. These will be obtained through regular feedback via questionnaires, providing a suggestion system and encouraging parents and carers to review working practices. These are then evaluated by the nursery to promote nursery practice, policy and staff development.
- Welcome parents who breastfeed. The nursery will make available a private area whenever needed to offer space and privacy to these parents.

Caring together

Acorn Nursery will:

- Generate confidence and encourage parents and carers to trust their own instincts and judgement regarding their own child.
- Welcome all parents and carers into the nursery at any time.
- Operate a key person system involving parents and carers for open discussions and information sharing regarding nursery and home circumstances, and individual needs.
- Inform parents and carers on a regular basis about their child's progress and involve them in the shared record keeping about their children. Parent and carer evenings will be held at least twice a year. Parents and carers will

be consulted with about the times of meetings to avoid excluding anyone.

- Consider and discuss fully all suggestions from parents and carers concerning the care of their child and the running of the nursery.

Learning together

Acorn Nursery will:

- Recognise and support parents and carers as their child's first and most important educators, and welcome them into the life of the nursery.
- Support parents and carers in their own continuing education and personal development and inform them of relevant conferences, workshops and training.
- Create opportunities for parents and carers to talk to other adults in a secure and supportive environment through such activities as open days, parent and carer evenings, and parent and carer forums.
- Provide opportunities for parents and carers to contribute their own skills, knowledge and interests to the activities of the nursery in ways that are accessible to parents and carers with basic skills needs, or those for whom English is an additional language.
- Provide opportunities for parents and carers to learn about the Early Years Foundation Stage and about young children's learning in the nursery and at home.

Sharing information

Acorn Nursery will:

- Ensure that all new parents and carers are aware of the nursery's policies and procedures. A detailed parent/carer prospectus is provided and our full policy documents are available to parents and carers at all times as they are kept in an easily accessible place within the nursery.
- Maintain regular contact with parents and carers to help us to build a secure and beneficial working relationship for their children.
- Inform parents and carers about nursery activities and events through regularly distributed newsletters.
- Inform all parents and carers of the systems for registering queries, complaints or suggestions, and to check that these systems are understood by parents and carers. All parents and carers have access to our written complaints procedure.
- Provide a written contract between the parents/carers and the nursery regarding conditions of acceptance and arrangements for payment.

A Primary School Anti-Bullying Policy

Wanda Primary School's Anti-Bullying Policy

Date of policy: January 2017

Member of staff responsible: Pastoral leader

Review date: January 2019

Consultation: This policy has been drawn up by the staff, children and governors at Wanda Primary School following local authority guidance.

Ethos statement

It is the aim of the governing body of Wanda Primary School to support the implementation of policies and procedures that support the vision of: 'Belonging, Achieving, Enjoying for all at Wanda'.

Aims

At Wanda Primary School we aim to:

- develop an ethos in which bullying is unacceptable
- put in place systems of identification and support to deal with bullying issues
- create a safe and secure environment where all can learn without anxiety
- respond quickly and consistently to any bullying incidents
- make all those connected with our school aware of our zero tolerance of bullying
- make clear each person's responsibility with regard to the eradication of bullying in our school.

Introduction

At Wanda Primary School we believe that every child has a right to:

- receive respect from others and give respect to everyone
- speak and be listened to
- have the freedom to choose
- be safe and secure.

Staff, parents, carers and governors will work together to nurture an ethos and follow practice where conflict can be resolved constructively so that everyone belonging to Wanda can feel secure and happy within the school environment. Bullying will not be tolerated. It is everyone's responsibility to prevent occurrences of bullying and to play their part in dealing with incidents quickly and effectively. This policy has been updated in line with the Equality Act 2010.

Definition

Bullying can be described as any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.

The three main types of bullying are:

- physical – this includes hitting, kicking, scratching and the taking or deliberate damaging of property
- verbal – this includes name calling, making insulting or discriminatory remarks (racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist), teasing, threats and extortion or sending nasty notes, text messages, emails and so on

- indirect – this includes ostracising or the spreading of nasty stories about someone, and social exclusion of an individual.

Racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist harassment involves the same kind of behaviour directed against someone because of their culture or identity, their gender, sexual orientation, gender identity, age, or disability. This can also be directed towards someone because of their association with someone with these characteristics: for example, where a student has gay parents, or a sibling with a disability.

Strategies for identifying bullying

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults. However, there are warning signs.

Individual signs include:

- torn clothing and damaged books
- sudden mood swings
- loss of belongings
- requests to be accompanied to and from school
- bedwetting
- nail biting
- nervous tics
- sleep walking
- flinching
- underachievement
- school refusal

- temper flare-ups
- physical marks
- avoidance of certain days
- psychosomatic illness.

Whole-school signs include:

- graffiti
- frequent name calling
- poor attendance
- pupils appearing to be afraid
- social exclusion
- pupils being alone at break times
- pupils not willing to approach adults.

Strategies for dealing with bullying

At Wanda Primary School there are five key principles that underpin our procedure for dealing with bullying:

- Never ignore suspected bullying.
- Don't make assumptions.
- Listen carefully to all accounts.
- Adopt a problem-solving approach.
- Follow up shortly after the intervention and some time after to check the bullying hasn't resumed.

As a school we take a proactive approach in promoting anti-bullying. During the second half of the autumn term we hold an anti-bullying week to coincide with National Anti-Bullying Week. During this time we have a whole-school focus on

'Say No to Bullying!' as part of our Social and Emotional Aspects of Learning (SEAL) Programme.

There are also times, throughout the year, where we welcome visitors to lead assemblies who might offer support to victims of bullying, for example Childline, NSPCC (National Society for the Prevention of Cruelty to Children). The school is an Educate & Celebrate best practice school for LGBT+ inclusion, which supports anti-bullying work, especially during IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia).

Staff and pupils play a part in promoting anti-bullying. Our Key Stage 2 prefects and other Year 6 children take on the role of 'peer mediators' at lunchtimes so that they can provide support to children in all classes by offering strategies for resolution of conflict. Our lunchtime supervisors use a 'red card' system to report any sign of bullying or associated behaviours to the senior leadership team.

If, on any occasion, bullying is suspected of taking place, the following procedures should be adhered to:

- Discuss the incident with the alleged victim and accused bully or bullies.
- Consider referring the interaction for peer mediation.

If peer mediation is not appropriate (see peer mediation guidelines document):

- obtain witnesses if possible
- advise the senior leadership team
- interview the alleged bully or bullies to investigate
- if allegations are substantiated, implement sanctions appropriate to the incident
- refer the victim for counselling if appropriate
- inform the headteacher/deputy headteacher

- inform the parents of the victim and the bully of the details.

Working with parents and carers

At Wanda Primary School we believe in the importance of working in partnership with parents. As such, we ensure that our staff understand the value in meeting and communicating with parents and carers regularly to discuss any concerns.

Parents or carers should make contact with the class teacher initially whenever they have any concerns. The class teacher may decide to involve colleagues in any discussions depending on the nature of the concerns, for example the pastoral leader or learning mentor for behaviour incidents, the special educational needs and disabilities coordinator (SENDCO) for special educational needs.

When responding to parents or carers, it is important to listen to and write down concerns raised. In order to prevent a misunderstanding, staff are encouraged to read back any concerns as they understand them. Parents and carers should be reassured and it should be explained that an investigation will take place. Under no circumstances should a parent or carer be informed of an outcome prior to the member of staff investigating the incident(s).

Roles and responsibilities

STAFF

It is the collective responsibility of all staff members including lunchtime supervisors, administrative staff, teaching assistants and teaching staff to:

- report any concerns about bullying incidents which could affect the health or well-being, or contravene the rights granted in the Equality Act 2010, of anyone in the school to the headteacher or deputy headteacher

- encourage and promote anti-bullying directly and indirectly
- listen to any child or parent/carer who has any concerns, including those related to bullying incidents
- follow the procedures outlined in this policy when dealing with any suspected incidents of bullying.

SENIOR LEADERSHIP TEAM

It is the responsibility of the senior leadership team to:

- ensure that the anti-bullying policy is implemented in school and shared with all stakeholders
- promote anti-bullying in various ways, for example through timetabled assemblies, conversations with children and display work
- report to the governing body, as necessary, on any bullying issues
- liaise with the local authority, as necessary, if a fixed-term or permanent exclusion is required
- support staff in dealing with bullying incidents and meet with parents as necessary to support the actions of staff members
- keep accurate records of all bullying incidents.

GOVERNORS

The governing body will:

- support the headteacher in attempts to eliminate bullying from Wanda Primary

- monitor the incidents of bullying that occur and review the effectiveness of this policy through discussion at governing body meetings.

PARENTS AND CARERS

The parents and carers will:

- raise any concerns that they may have with their child's class teacher
- support the actions of the school when carrying out investigations and dealing with any incidents
- promote the anti-bullying work that the school does by sharing in conversations about this at home.

CHILDREN

The children will:

- treat others with courtesy and respect at all times
- not bully another person in any way
- respect the differences between themselves and others
- engage in the mediation process where appropriate
- talk to an adult immediately if they are worried about bullying.

Monitoring and review

The Anti-Bullying Policy is reviewed on an annual basis through consultation with all stakeholders.

The headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body as appropriate, including making any recommendations for improvement.

A variety of records are held in school regarding behaviour. These include records of yellow and green cards held by class teachers and red cards held by the senior leadership team. If relevant, notes from meetings with pupils and parents or carers are stored. Any information that might relate to child protection, is stored with the designated safeguarding lead (DSL).

The headteacher keeps a record of any fixed-term or permanent exclusions that have been enforced at Wanda Primary School.

Wanda Primary School's Anti-Bullying Promise

We promise to:

- stand up for what we believe in
- be kind and respectful to everyone
- celebrate each other's differences
- tell an adult when someone is sad or hurt
- never bully anyone
- make our school a happy and safe place to be.

(Adapted from Educate & Celebrate, Welford Primary School)



A Secondary Academy Equal Opportunities Policy

Bravo Secondary Academy Equal Opportunities Policy

Member of staff responsible for policy: Inclusion manager

Review committee: Inclusion manager, headteacher, governors, special educational needs and disabilities coordinator (SENDCO), school council chair

Approving body: Local governing body

Review cycle: Bi-annual or as necessary following a change in legislation

Date ratified: October 2017

Next review: October 2019

Equal opportunities for all

'An entitlement to learning must be an entitlement for all pupils.'

Our school code uses the Equality Act 2010 to treat everyone equally and fairly regardless of:

- age
- disability
- gender
- gender identity
- race and nationality
- religion or belief
- pregnancy
- marriage
- sexual orientation.

Introduction

All pupils at Bravo Secondary Academy have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school. Students at Bravo are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Education Reform Act entitles all pupils in school to a national curriculum, which is balanced and broad based. The national curriculum includes cross-curricular dimensions such as equal opportunities for students regardless of gender identity, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

At Bravo we aim for an atmosphere of trust and respect among students as well as between teachers and students. The citizenship element of our PHSCE education programme is about how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. It also fosters an understanding of the diversity of cultures and needs that exist in school and in the wider community.

Parents and carers

We will introduce and communicate the equal opportunities policy to parents and carers through the school prospectus, admissions meetings with parents and carers and on parent and carers' evenings.

Students

It is the right of every student irrespective of age, race or nationality, religion or belief, disability, class, gender, sexual

orientation, gender identity, special needs or ability to achieve their full potential. Each student should have access to an education, which will enable them to utilise their talents to the full and achieve their potential. We must develop students to become sensitive to, and aware of, ways in which equality of opportunity is denied and how this might affect them in society.

Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school that effectively reduces prejudice and raises self-esteem, so that all students can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

As a staff we have to remember that we are role models. We must recognise and challenge discrimination as and when it occurs.

Aims

- Every individual within the school achieves their full potential and has equal opportunities.
- Every student is given access to the best possible level of achievement appropriate to their age and ability through appropriately differentiated work.
- Staff, parents, carers and students are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school.
- Prejudice is recognised and challenged to build positive attitudes to difference.

- Understanding and mutual respect of all students, regardless of differences, are promoted.
- Contributions from various cultures are included and acknowledged in the planning and teaching of the full range of national curriculum subjects, resources and school displays.
- An awareness of the unfairness and injustice of stereotyping is raised.
- Any form of bullying, including verbal, physical, psychological, digital, homophobic, biphobic, transphobic, ageist or ableist bullying, by any group or individuals is challenged and addressed.
- High levels of acceptable group and individual behaviour are promoted by ensuring that all the school community is informed of school expectations and procedures.
- There is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed.
- Absences, racist, sexist, ableist and homophobic, biphobic, transphobic incidents and bullying are recorded and monitored.

Examples of strategies used in school that will carry out these aims are:

- Giving students time to talk in class discussions to give everyone the opportunity to voice an opinion and discuss how they are feeling.
- Encouraging the sharing of experiences – encompassing all equality issues – and building opportunities for this into teaching, homework, and classwork.

- Reviewing and updating resources and displays so that positive equality messages are presented to the students.
- Ensuring staff are on break-time duty to identify loners, the assertive group and negative physical contact.
- Involving students in rule-making in the classroom and at a whole-school level through the school council.
- Using assembly time and themes to reinforce equal opportunity issues.
- Ensuring that all students will have equal access to all resources. Some will need encouragement and direction in the use of resources.
- Giving students a voice, both in the implementation of curriculum and teaching and through the school council. For example, in a class discussion, some students may be more able to express an opinion in writing, and they should be given the opportunity to do this.
- Sharing in various religious celebrations throughout the year.

The curriculum

All students will have equal access to all aspects of the curriculum and school life. We will need to monitor our practices to achieve this. Students should be given the opportunity to:

- Make choices without rejecting any as being inappropriate, for example sport, roles in drama, prefect jobs.
- Have equal educational and careers-related experiences so that they can make appropriate choices from a base of common skills and knowledge.

- Access a curriculum that has been reviewed and updated on a regular basis in order to usualise people with the protected characteristics detailed in the Equality Act 2010.

Resources

- Books, images, PowerPoints, worksheets, equipment and other resources will be checked to see that they are non-stereotyping.
- Students will be encouraged to learn to identify and question stereotypes if they are found in existing material. They will learn to be critically analytical of what they read in school and elsewhere.
- Resources such as computers, technology equipment and playground space will be allocated fairly.

Hidden curriculum

- Displays will show positive role models from all backgrounds covering the protected characteristics of the Equality Act 2010.
- Teachers will include opportunities to discuss and counter prejudices and hidden beliefs within their classes.
- Students' individual characteristics and feelings will be respected and valued.

Staff training

Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of

monitoring and evaluating the policy. Also, awareness-raising sessions will be planned.

All staff have responsibility for promoting equal opportunities.

Success criteria

Equal opportunity will be recognised or highlighted in the following areas:

- assessment results
- break-time/classroom interaction
- displays in school
- perceptions of governors and parents/carers
- teaching styles
- use of resources
- teacher assessment.

Adopted by the governing body on _____

Signed by the chair of governors on _____

Review date _____

(Adapted from Educate & Celebrate, Brownmead Academy)



Useful resources

Educate & Celebrate: Exemplar Anti Bullying Policy:
www.educateandcelebrate.org/product/exemplar-anti-bullying-policy

Educate & Celebrate: Exemplar Equal Opportunities Policy:
www.educateandcelebrate.org/product/exemplar-equal-opportunities-policy

How to Develop an LGBT+ Inclusive Curriculum at All Phases

In simple terms, what are we saying to our children and young people through our curriculum? What messages are they receiving through what we teach and the activities we provide? Where do we start?

Once you start to notice the discrepancy between your curriculum and the diversity of the real world, you won't be able to stop! For example, in your nursery, do you set up the table of cars and trucks with the boys in mind? Are you mainly teaching about artists who are 'dead white men' in your primary art curriculum? Does your design technology class teacher routinely ask 'girls' rather than 'students' to tie back their hair?

There is no doubt that students, teachers and parents perceive their school as safer and report less harassment in schools that have an inclusive curriculum and accessible information. The messages we give our classes through the curriculum are key to creating a whole-school cohesive approach to inclusion. We are literally *saying the unsaid*. It's the invisibility of LGBT+ people and issues that makes our children think there is something wrong in talking about them.

The ethos

- To smash heteronormativity
 - by encouraging intersectionality
 - through the usualising pedagogy
- to create the land of social justice, where all are treated equally and fairly.

Heteronormativity is the assumption that everyone is heterosexual. For the purposes of this book, we use the term to also include the assumption that everyone is male or female. When we note that almost 10 per cent of people identify as LGBT+ then we can see why we need to adopt inclusive and gender-neutral approaches. In school terms, this means there will be three students identifying as LGBT+ in each class that we teach, and probably those with LGBT+ family members as well. In a nursery, this means that 10 per cent of staff and parents and carers could be LGBT+. How many parents and carers use your nursery?

In practice, to smash the heteronormative model, there are plenty of things you can do. You could, for example, find creative ways to separate a class that are not gender specific. You could allow all students full access to the range of toys, clothes, sports and activities, and read books that portray different family groups. Consider using materials that move away from stereotypes – for example, avoid using gendered pink and blue options, and make sure that your displays, curriculum materials, stories and worksheets are inclusive of all kinds of people, not just those that are heterosexual and cisgendered (see the Glossary of Key Terms at the end of the book). It is a fairly easy first approach to eradicate the use of casual sexist language – for example, ‘man up!’, ‘run like a girl’, ‘boys don’t cry’, ‘big girl’s blouse’. In fact, this is a good topic to start a staff conversation about the changes you need to make.

Additionally, you can adopt an intersectional approach to your teaching by using characters and people in history and the present day who possess many of the protected characteristics from the Equality Act 2010. For example, in a nursery, you might use books featuring people of a range of heritages, or featuring families with a range of parent and carer identities. A primary school music lesson might highlight the idea that Ray Charles, Stevie Wonder, and Evelyn Glennie were musicians with disabilities. And a secondary school art teacher might point out that Frida Kahlo was Mexican, had a disability and identified as female and bisexual.

This method usualises difference so it becomes a regular part of school life, facilitating a much broader approach to the equality agenda in your school. These pedagogies can be adopted by all teachers, as equality and inclusion are everyone's responsibility. It is our overarching goal – we must become aware of everything we are doing and saying in education to ensure everyone is included.

MOMENTS OF CHANGE

In my Year 9 Spanish class, a student questioned the expression 'mis padres' (Spanish uses the masculine plural form to mean 'my parents'), saying that it was not possible to have two fathers. I explained that it was possible to have two parents of the same gender. The class agreed and did not seem to have issues with this.

(A secondary school teacher)

If we don't introduce usualised examples of the wide range of people who exist in the world, those who are excluded start to become unmentionable unless in a negative context. For example, LGBT+ people and issues remain 'not addressed in formal school contexts, while being made doubly present by the fact they are taboo, and are brought into being through

the popular discourses of homophobia' (Allan *et al.* 2008, p.5). In order to avoid this, we should be drawing on issues of diversity and difference as 'teachable moments' throughout the curriculum.

Gender-neutral schools

Ask yourself:

- Where is there gender equality in your school?
- Where is there gender inequality in your school?
- Where is gender used?

Our research shows that the roots of homophobia, biphobia and transphobia are deeply fixed within perceptions of gender. For example, being a lesbian means falling outside the social expectations of what it means to be female; or having a gay dad can mean a child experiences bullying because their family does not fit the usual gender roles people expect. If all the stories in your book corner show children with a mum and a dad, those who live with a grandparent, foster carer, or LGBT+ parented family might feel that their family is not important. Children put in this position can find themselves unhappy because they or their families don't fit within expected gender roles.

So, what if we were to break down gender in our schools altogether? If we don't specify what is for girls and what is for boys, then we might not have any gaps in boys' and girls' achievement, sexism, or HBT bullying. There would be no expected gender norms – and therefore no need for those prejudices.

But where do we start, and how do we do this in education?

MOMENTS OF CHANGE

Yesterday I did a 'book review' lesson with Year 6 children based on *Stella Brings the Family* [(Schiffer 2015) a children's picture book about a child with two dads and how she manages Mother's Day at school!] I wanted them to tell me whether I should share it with the younger classes as my entry point for the lesson. The conversations were great. Year 6 children said:

'The teacher [in the book] really should have been more thoughtful and not made presumptions.'

'I thought the teacher would have learned a lesson by the end of the story...but then she talked about celebrating Father's Day. That wasn't very thoughtful.'

'I think they should call it "bring someone you love day".'

'I think we should have a day or week in school where we celebrate everyone and show we love diversity at our school.'

'I think we should celebrate diversity every day in our hearts.'

I could have cried :)

(A primary school teacher)

Audit your curriculum

Our starting point is to audit the curriculum. This can include identifying areas of existing good practice to expand on. Your local secondary school's Pride Youth Network can help with this (see Chapter 7). For example, it could run focus groups to collect peer feedback, create parent and carer surveys, or interview subject-specialist teachers.

Staff discussion: the protected characteristics

Look at the Equality Act's protected characteristics and identify where they feature in your curriculum. Depending on the type of institution, you might divide staff into subject areas to conduct a curriculum-mapping exercise. In a nursery, you might conduct a learning walk, looking at the resources, learning areas, wall displays and toys available. Maybe there are some areas that are more visibly diverse in your school or nursery than others. Think about why that might be, and why we may be more – or less – comfortable talking about some of these issues:

- age
- disability
- gender
- gender identity
- marriage or civil partnership
- pregnancy
- race and ethnicity
- religion
- sexual orientation.

Fill the gaps

Identify leaders responsible for ensuring that where there are gaps in your curriculum, steps are taken to add in examples, images, resources, discussions or activities featuring the protected characteristics. Ensure that the added input is spread across the academic year.

The aim is for all subject areas – numeracy or maths, history, music, art and science – to be inclusive across the year. In a nursery setting, you might choose to focus each month on

a particularly inclusive book, and link your activities to the characters in that story. The protected characteristics should not just be mentioned during assemblies, or during Black History Month, or as part of LGBT History Month.

We also recommend that usualising material should not be limited simply to PHSCE or RE, as this puts inclusion firmly in the 'issue'-based subject arena. This positioning only adds to creating a further negative discourse by making a subject stand out as 'special'. These are also subject areas where students can potentially be removed by parents. Ensuring that all subject areas are LGBT+ inclusive allows all students to access information about equalities.

Listen to teachers and support staff

Those students who have had an LGBT+ inclusive education at primary school are far more likely to be open to equalities education at secondary level. It can be quite nerve-wracking to be starting this work in the secondary phase, as children and teacher opinions can already be fixed. Advocating that teachers should just take responsibility for this work in their own classrooms can result in some resistance. Eighty-nine per cent of the teachers we surveyed before undertaking any kind of Educate & Celebrate programme said they would welcome further training on sexual orientation and gender identity before they can get started. So changing the curriculum is much more easily achieved as part of a whole-school focus which also looks at updating policies, training all staff, enhancing an inclusive environment and generating community involvement.

The real process of change lies with instilling confidence in all staff at all phases and in all subject areas to weave the full range of protected characteristics throughout their curriculum. This might mean taking them out of their 'comfort zone' and into their 'discomfort zone'. But this may not be as problematic as it sounds: people are more likely to partake in

creating institutional change when their ‘voice’ becomes ‘less constrained by lack of knowledge’ (Carlile 2012 p.394).

We must equip staff – both new and experienced – with the knowledge, confidence and skills they need to advocate for inclusion. A good way to achieve this is to portray the contributions of lesbian, gay, bisexual, trans+ people, both past and present, in all subject areas. We call this pedagogy ‘usualising’ (see Glossary of Key Terms). Essentially, we are helping to create a generation *where treating everyone equally and fairly is just what people do*.

Teachers we have worked with tell us they want ‘strategies to change opinion’ and ‘ideas for lessons’. In this book’s Resources sections, you can access links to lesson plans for all key stages of education. We don’t want to add to teacher workload, so the lessons tap into existing frameworks and national curriculum targets – it is essential to ensure that an inclusive pedagogy fits within regular lessons. There is also plenty of scope for teachers to do what fits into what they are already doing. As one of our primary school teachers told us:

I think most teachers would appreciate going off on their own and creating a lesson plan around the idea of what is applicable to their class. I prefer to plan from my point of view; if it comes from you it’s easier to deliver. But keep some outlines for teachers who aren’t so confident.

On this basis, Educate & Celebrate has created a flexible book collection supported with lesson plans and accompanying songs (see the Resources list). This collection is forever growing and changing with the addition of further lessons from our Best Practice Award schools. With the ever-growing number of trans-identifying students in primary schools, a current favourite storybook is *Are You a Boy or Are You a Girl?* by Sarah Savage and Fox Fisher (2017).

Summary: how to develop an LGBT+ inclusive curriculum

- Establish the ethos – have a whole-institution discussion about the ‘usualising’ approach to delivering social justice for all the protected characteristics.
- Look at how gender is used in your school. Ask yourselves if it is necessary to refer to gender in curriculum choices, verbal directions to students, and ways to divide children into groups.
- Audit your curriculum for mention of the Equality Act’s protected characteristics. Look around your building at the toys, resources and displays, or conduct a mapping exercise in delegated subject groups.
- Where there are gaps in your curriculum, add in examples, images, resources, discussions or activities featuring the protected characteristics – for the purposes of this book, of course, we are focusing on LGBT+ people and issues. Spread the added input across the year.
- Listen to staff and support them to develop confidence in the approach.
- Provide access to resources: toys, lesson plans, book collections, or websites (see Resource sections in this book).

EXAMPLES

Nursery: gender-neutral play areas and songs about families

Children are so open-minded and ready to listen, they have no set views and they are fluid in their ideas and understanding and readily accept, given the opportunity to do so. To support them, teachers need to be ready with songs, books and examples in their repertoire and jump at any opportunity to challenge preconceived views in young children.

(Dana: Educate & Celebrate Best Practice nursery teacher)

Songs

Gender neutrality can be explored in your nursery classroom through many key areas. Nursery teacher Dana, at one of our Best Practice Award schools, highlights areas for exploration beginning with songs. A particular favourite is 'Mummy finger, Daddy finger, where are you? Here I am, how do you do?' She then asks, 'Who's in the family today?' A child might reply, 'A mummy and a mummy and a brother and a sister.' This activity is used within the first few weeks of starting school, allowing children to talk about their own family structures. Danielle says, 'It's during this time that the tone, ethos and language are set.'

Small-world area

The small-world play areas in Dana's nursery contain a mixture of non-gender-specific resources such as dinosaurs, cars, Sylvanian family characters, small soft dolls, fairies, gnomes, rocks, wooden pieces, fantasy people and a variety of animals.

Themes

Dana thinks carefully about the use of themes in her classroom. She explains:

The classroom is entirely child led. Children lead their own learning with questions, and through their play. Because of this, they are not exposed to things in closed situations. For example, there is no princesses and knights theme. To me, this would mean I am telling the children, you are a princess or a knight – choose.

Role play

Dana encourages children to choose who they want to play the parts in their stories regardless of gender. She says, 'A girl once said she didn't want to play a knight, so we looked at three books that had females as heroes. She then happily played the knight!'

Block play

Provide blocks in abundance throughout your setting, indoors and out, large and small. Dana advises that blocks are the most 'gender-neutral resource' on offer. In her classroom, there are no pre-made structures like dolls houses, garages or pirate ships, and children are encouraged to make the structures they need for their own play. Children of all genders make museums, parks and houses and use a variety of small-world resources to relive their own experiences.

Environment

The nursery is filled with pictures of the children's own and other families. There are books featuring a range of people including children with LGBT+ parents, as well as books about a range of cultures and ways of life. Dana says that in her nursery:

Boys do not say, 'That's a doll, I can't play with that'; they say, 'That's a mummy at the park with her baby'. Girls do not say, 'That's a car, I can't play with it'; they say, 'There's a traffic jam on the way to the museum!... Children often build houses with families and are heard saying things like, 'It's a house with two daddies and two children' or 'It's a house with just a mum and a baby'. This is very usual for us.

Primary schools: books, lesson plans and topic-based learning

A Year 4 teacher at Adams Primary School says:

My pupils at nine years old already knew the words 'gay' and 'lesbian'. They looked at each other as if to say, 'Did our teacher just say those words?!' They didn't know 'bi' and 'trans' until it was taught. I do like the idea of starting off with fiction books, when it's all hypothetical, as they feel more comfortable talking about hypothetical things than real life. They're not as scared to give a wrong answer, because they know from reading comprehension that there is no wrong answer if you can justify it from the text. Whereas in real life there's going to be a right and a wrong, so we bring in a real-life scenario when they feel more comfortable.

In developing their curriculum, Adams Primary School introduced books to be used as part of the language and literacy framework. This encouraged the LGBT+ inclusive work to sit firmly at the heart of the curriculum and to not be seen or experienced as an 'add-on' lesson. When the first Educate & Celebrate staff training was delivered, teachers knew they were not being asked to go and write new lesson plans or schemes of work. They have found that reading and picture books are a successful and accessible way in to the curriculum.

Teachers at Adams Primary School also invite diverse role models to come in and speak to the children and regularly

use video links and newspaper articles for discussion points. As the headteacher explains, diversity topics ‘...become part of what we do, rather than lessons that end with “we are all different and that is okay”. It’s much more complex than that’.

Cross-curricular projects such as Rainbow Week or Science Week are another way to bring in more of the protected characteristics.

Specific lesson plans (full plans and resources are available on the Educate & Celebrate website)

Key Stage 1 ICT – Read *Best Colours/Los Mejores Colores* by Eric Hoffman. Talk about Nate’s search for his favourite colours, and the advice his mums give him. Use the Microsoft Paint programme to create a piece of electronic artwork to go with the story.

Key Stage 2 maths – Use population data about LGBT+ people across the UK to practise reading and making pie graphs and bar charts.

Secondary schools: draw on youth culture to encourage participation in positive social change

Educate & Celebrate engages with accessible youth currencies to stimulate the link between LGBT+ people and popular culture using book collections, YouTube links, videos and songs. Lesson plans draw on teenagers’ sense of justice, giving opportunities for student critique of current political and social issues and empowering them to create ‘a society which reacts angrily to any case of injustice and promptly sets about correcting it’ (Bauman in Giroux 2004, p.87). Our intention is to give permission for our young people to join us on the journey to institutional change where recognition of discrimination through the protected characteristics is encouraged.

Some of the secondary schools we have worked with introduced and enhanced their Educate & Celebrate programme of curriculum with key moments in the school calendar, including:

- year group assemblies
- visiting speakers
- impact days focusing on equalities
- in the library, the schools provided LGBT+ inclusive literature – both fact and fiction – and highlighted these with a display at key points on the calendar such as Anti-Bullying Week and LGBT History Month.

Specific lesson plans (full plans and resources are available on the Educate & Celebrate website)

Key Stage 3 French – Name the colours on the Rainbow Pride Flag and talk about what they mean: red for life, orange for healing, yellow for the sun, green for nature, turquoise blue for art, indigo for harmony and violet for spirit. Listen to the song 'Ziggy' by Celine Dion. This is about a heterosexual woman who is in love with a gay man. See how many words you can catch and translate. Analyse the text to understand the words used to describe Ziggy and how her friendship with him is different.

Key Stage 4 ICT – To understand the concept of the binary system in computing, discuss the meaning of 'binary' in different contexts, understanding that human gender is not binary. Students can learn to add eight binary numbers and be able to explain the words that describe different genders.

Key Stage 5 PE – Look at the golden triangle of success in professional sports – sport, media and sponsorship – and discuss how this idea of success might be implemented in the case of an LGBT+ footballer.

Useful resources

Early years

Blocks: An endlessly open-ended resource that can be purchased from Community Playthings at www.communityplaythings.co.uk/products/wooden-toys/blocks

‘Small World’ figures: Mix and match the Wooden Small World Diversity Multicultural Family dolls (pack of 16). Great for use in the classroom, as clothing colours are gender-neutral: www.tts-group.co.uk/woddem-small-world-diversity-multicultural-family/1007826.html

Early Years book collection: Ten LGBT+ inclusive books with accompanying interactive songs: www.educateandcelebrate.org/product/featured-book-3

Primary

The Educate & Celebrate PRIDE in Primary Education Book Collection is constantly being updated as more LGBT+ inclusive books become available: www.educateandcelebrate.org/product/featured-book

A Primary School assembly PowerPoint, a Rainbow Week PowerPoint, and plenty of lesson plans across key stages and subjects: www.educateandcelebrate.org/resources/#151

Secondary

The Educate & Celebrate PRIDE in Secondary Education Book Collection is constantly being updated as more LGBT+ inclusive books become available. The page also includes assembly PowerPoints and plenty of lesson plans across key stages and subjects: www.educateandcelebrate.org/resources/#secondary-education

All ages and SEND

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

Lesson plans across all subjects, including music, history, geography, ICT, PE, art and maths: <http://the-classroom.org.uk>

An Inclusive Environment: Making Your School Look and Feel LGBT+ Friendly

Remember Anna's story in the Preface, where she describes walking into a school during Lesbian and Gay History Month and crying with relief because she had never seen Rainbow Pride Flags in a school before? Or to ask another question: did you choose your wallpaper, curtains and the pictures on your living room walls? Why is this sort of thing important in making a house into a home? Our ability to see ourselves reflected in the environment around us is part of what makes us feel included. It is what makes us feel that we belong.

MOMENTS OF CHANGE

The whole principle of Educate & Celebrate has influenced everything in our school life. We have changed our vision statement to reflect it; there are rainbow touches throughout the school!

(A nursery/primary school teacher)

In an experiment carried out in the United States, researchers asked a series of people to give speeches in front of an audience, and then asked the audience to rate the quality of the speeches.

At the back of the room, behind the audience, were a few large wall portraits of famous speakers and politicians: people like Martin Luther King, Hilary Clinton, Oprah Winfrey, Barack Obama, and J.F. Kennedy. Where the image at the back of the room matched the basic identity criteria of the speakers (mainly gender and ethnicity), they received higher scores from the audience. Their performance, confidence and demeanour all improved because they saw themselves reflected in the images. Imagine how this could impact on your learners!

In many of the schools we have worked in, LGBT+ staff, students and parents, and their straight and cisgendered allies, mention their Educate & Celebrate wall displays as encouraging them to come out or to call people out on offensive language and behaviour. Being usualised means that LGBT+ people and issues are no longer taboo. If the writing is on the wall, it becomes less scary to speak.

MOMENTS OF CHANGE

A member of staff made negative comments about the new display being put up over the holidays. This staff member claimed, 'At 16-17 children don't know their mind' and 'Being gay is a phase'. The staff member was challenged on whether his being straight was a 'phase'.

(A secondary school teacher)

It is well established that the physical environment is 'an active medium contributing to learning behaviours' (Clark 2002, p. 21). Your wall displays are a great place to help everyone to feel fully informed throughout the change process.

Addressing the environment takes courage. And it prompts discussion: a headteacher we know told us:

They (Department for Education) asked what's been one of the biggest changes and I think we've become more

courageous, we've got FGM posters, in prominent places; we're not ashamed to shout it from the rooftops now. We have an Educate & Celebrate board with lots of shoes, some with high heels. A kid said that's a lady's shoe and we had a matter of fact conversation about how different types of shoes could be for everyone. Most people would have let that go, but I want staff to question the children.

A carefully worded reception greeting, an Equality Act-informed code of conduct in the school planner, or a display about a family with same-gender parents all stimulate opportunities for conversation and bring LGBT+ people and issues to the forefront and into everyone's consciousness. What we have found is that these changes are key to eradicating discriminatory language. Our schools give several examples of where new students or new staff have been immediately influenced by their displays, and have changed their behaviours in line with the ethos. Our next goal then, over time, is to spread this influence out into the community (see Chapter 6).

An LGBT+ friendly nursery or school environment

Your aim is to increase the visibility of LGBT+ people, issues and equality by utilising the all-powerful, accessible tool of the physical environment. In this way, you can make information widely available to all stakeholders to stimulate conversation. Considering the environment enables the process of change to flow into the corridors, classrooms, reception areas, school hall, staffroom, social media and publicity. Your plan is to make the entire physical environment a safe space through visible displays and key words in prominent areas and teaching spaces, for everyone to experience. Remember, your local secondary school's Pride Youth Network can help with this (see Chapter 7).

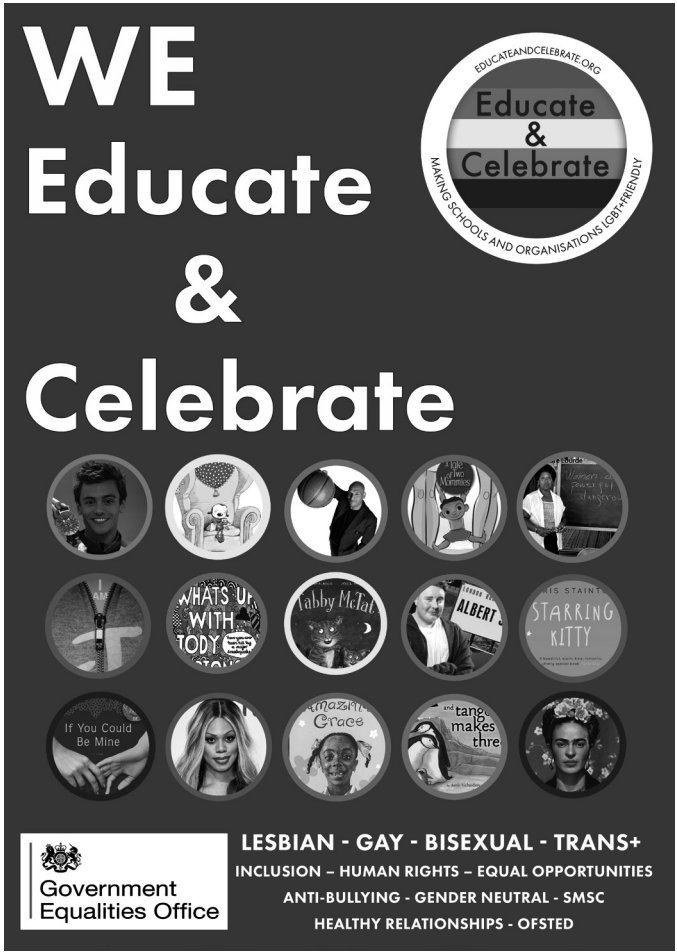


Figure 5.1: An Educate & Celebrate poster used in schools

Decide on a key message

All the Educate & Celebrate Best Practice Award schools share the message ‘We Educate & Celebrate’. The theme runs through lessons and assemblies too. As one of our primary headteacher colleagues told us, ‘We say we’re an Educate & Celebrate school, not because it’s the name of the charity but because that’s what we’re doing!’

Link the displays to curriculum, and get learners to participate

You can see how making your nursery or school LGBT+ friendly draws on what schools are already doing. It might be worth considering how you could talk about wall displays along with your curriculum audits and development discussions. In a secondary school we visited recently, a teacher had created a fabulous rainbow reading corner as part of their summer literacy competition. A primary school class created a rainbow mobile to display their rainbow haikus, as part of their poetry module. Engaging students with an inclusive display is a 'key factor in pupil motivation, through the visible sign that their education is valued by the teaching staff and society in general' (PwC 2001 in Clark 2002, p.11).

Don't forget the internet. This is a key and underused display area. You could have a children's art Instagram account, a blogging site to publish poems and stories, or a subject-related newsletter. Older students can curate the space. Sometimes schools have big screens in the reception area and round the school – this is a good place to display your equalities work. The internet is the new fridge door when it comes to displaying our children's work!

Don't forget the outside world: parents, carers and visitors

The reception area of your nursery, primary or secondary school is a key space for this work. We always ask: if an LGBT+ parent or carer approached your nursery or school, how would they know, just by walking through the door, that their child's family set-up would be both visible in the environment and curriculum, and accepted as equally valid as any other family arrangement?

Recently we went to look at one of our schools. The Educate & Celebrate coordinator (ECCO) had proudly

negotiated permission to put an equality statement on the reception desk so that all visitors could see it. But when she walked us into reception to have a look, it wasn't there! A receptionist had hidden it in the headteacher's office. She had missed the staff training session, and felt embarrassed. This is why *all* staff need to be on board with your training sessions: class teachers, caretakers, lunchtime staff, administrators – everybody! If someone is lacking confidence to sit next to a sign announcing your institution's commitment to equality for everyone, regardless of their ethnicity, sex, marriage, age, sexual orientation, gender identity, disability, pregnancy, or religion, that's something which needs sorting out! Changing the reception area can really help you to take the temperature of your school's commitment to becoming LGBT+ friendly. Educate & Celebrate's Best Practice Schools display their rainbow award disks in their reception areas with pride!

In some schools, you are required to sign in digitally. Some of our schools have put their equality statement on their digital sign-in, so you have to agree to respect difference and encourage mutual understanding between people with the protected characteristics before you can even walk through the door. The same message can be utilised in various ways: in the signing-in book, on a poster, on a laminated sheet you give to visitors to read, or written on the back of the visitor's lanyard with your health and safety and safeguarding information.

Summary: how to make your environment LGBT+ friendly

- Decide on a key message, like 'We Educate and Celebrate!'
- Link displays to your curriculum.
- Get the children and young people to participate in choosing and creating display content.

- Don't forget the internet as well as your school's physical walls.
- Make a real impact on visitors and potential families in your institution's reception area.

EXAMPLES

We have arranged these under the nursery, primary and secondary headings, but many of them are appropriate to all age phases.

Nursery

In the home corner of a nursery we worked with, the teacher created a display of photographs of different kinds of families: a range of faiths and ethnicities, people with disabilities, two mums, two dads, mixed heritage families, children living with grandparents or foster carers, large families, and single-parent families. Sometimes nurseries ask their families to bring in pictures of their own families. However, this can be problematic, as some children may be in foster care or be living within a confidential caring arrangement, and other families may prefer not to be 'out' as LGBT+. While it's up to us to make these families feel more comfortable to be open about who lives at home, in the meantime, we can find images of other families.

Nurseries are familiar with the practice of putting up pictures of relevant book covers (see the Chapter 4 Resources list) and creating displays relating to them. For example, one nursery focused a week's theme on the book *And Tango Makes Three* (Richardson, Parnell and Cole 2005). This lovely true story is all about how two male penguins at New York's Central Park Zoo adopted an orphaned baby penguin and raised it together. The display had a snow theme, and included images of penguin habitats.

A rainbow tree is lovely to make with children. They can make the leaves out of handprints.

Primary

A positive poster in the reception area affirming LGBT+ identities can make a huge difference to the confidence, productivity and self-esteem of a parent or staff member.

Our Code of Conduct

We respect each other's:

- Age
- Disability
- Gender
- Gender Identity
- Marriage or Civil Partnership
- Pregnancy
- Race and Nationality
- Religion or Belief
- Sexual Orientation

EDUCATEANDCELEBRATE.ORG
Educate & Celebrate
MAKING SCHOOLS AND ORGANISATIONS LGBT+ FRIENDLY

Government Equalities Office

INCLUSION – HUMAN RIGHTS – EQUAL OPPORTUNITIES
ANTI-BULLYING – GENDER-NEUTRAL – SMSC
HEALTHY RELATIONSHIPS – OFSTED

Figure 5.2: A poster for your reception area

A primary school in a rural area in the north of England has an electronic message on the digital signing-in station in the reception area, stating: 'Our school welcomes everyone from all walks of life. Everyone must welcome and celebrate others in our school.' The visitor then has the choice to 'accept' or 'not accept'. If they do not accept, then they cannot gain access to the school. Each visitor who accepts then receives a printed lanyard with an equality statement mounted on a rainbow background. The theme continues on the wall, with a flag display representing all the different nationalities of students, with a Rainbow Flag among them showing an intersectional approach to the school's equality agenda.

One of the early award primary schools was the first to add in the words 'sexual orientation' and 'gender identity' to the school code they put up on the walls of their classrooms and corridors. At the time, this move was highly publicised and was criticised for bringing these words into a primary school setting where potentially 'what are seen as "adult" issues may be seen as intrusions into or threats to this safety zone' (Allan *et al.* 2008). But the brave teachers and staff who carried out this work proved essential in laying the groundwork for others to take the next step towards social justice. Hundreds of schools have now finally moved away from the pejorative rhetoric of simply teaching *it's okay to be different* but not actually saying *how we are different*. The school code can also be used in every classroom. When a child uses discriminatory language, the teacher can simply point to the poster and remind the student: 'We treat everyone equally and fairly in our school!'

A school in a very diverse urban area produced a colourful array of children's work through their units on the gay artists Keith Haring and David Hockney. Pupils' literacy work relating to books in the PRIDE in Primary Education Book Collection (see Resources section, Chapter 4) can also create wonderful displays of writing.

Don't forget how uniform and uniform policies can impact on your school environment. A gender-neutral uniform can really send a message out about how all children, regardless of the gender roles imposed on them, have the right to express their gender as they need to.

Secondary

Some secondary schools make displays showcasing diverse LGBT+ subject heroes such as Alan Turing (IT), Frida Kahlo (art), Frank Ocean (music) and Laverne Cox (drama). One of the Educate & Celebrate secondary schools has an Intersectional Hall of Fame corridor, which has displays including a whole range of diverse famous people.

Young people love a noticeboard as much as anyone, and you can make great use of these to signpost students to LGBT+ support services and events, and to the Pride Youth Network or equality group meetings.

Student artwork or written work on identity also works well on the wall. You could include a protest banner as part of the display. Hugely popular are displays of the Rainbow Flag with explanations of the meanings of each colour: red for life, orange for healing, yellow for the sun, green for nature, turquoise blue for art, indigo for harmony and violet for spirit.

Other places

School libraries at all levels can include displays of relevant books at key points on the calendar, for example Anti-Bullying Week, LGBT History Month, Bi Visibility Day, or the Trans Day of Remembrance. Posters of LGBT+ authors also work well in the library environment.

Visible policies and mission statements can be displayed in the staffroom and printed in the staff and student diaries and in the school prospectus – both on- and offline. You could

include the school's code of conduct, the Equality Act 2010, the inclusion policy, the gender-neutral uniform policy, the healthy relationships policy and the equal opportunities policy.

Useful resources

Posters, book collections and forms of words are available at www.educateandcelebrate.org/resources

Building an LGBT+ Friendly Community Around Your School

If you have followed the steps outlined in previous chapters, you will by now have a trained and confident staff body and supportive governors, updated all your policies in line with the Equality Act 2010 and the latest Department for Education legislation, interrogated the curriculum so that LGBT+ inclusivity is embedded throughout all subject areas and year groups, and increased visibility throughout the school environment. So now what do you do?

The next phase is to take your work out into the community, spread the good practice, demonstrate the positive impact of your institutional change and turn it into societal change. Educate & Celebrate schools find that the most joyful, effective way to achieve this is through community celebrations, musical and drama showcases, and bake-off cake competitions to which students can invite their families and friends. Don't forget to ask your local secondary school's Pride Youth Network for help (see Chapter 7)!

MOMENTS OF CHANGE

I used what I have learned following the training day to lead an assembly, watched by all staff and all our children aged from 5 to 16, as well as parents – not an easy audience. I was very nervous but I followed the advice and guidance and it could not have gone better. As a result of my increased confidence in discussing this topic I have improved my ability to be clear and articulate when I am asked a question by a child and members of staff. I feel so empowered by that day of training.

(An all-through-school teacher)

From Educate & Celebrate's very beginnings in 2005 at Stoke Newington School in London, the impact of the school celebrations and showcases was obvious. This was especially important for students who felt able to be themselves on stage and express who they were without embarrassment or fear. The process was made much easier by the support of their teachers, family and friends in the audience. Teachers, too, felt confident to come out and speak for the first time; parents and carers came to help with refreshments and ticket sales on the door; and students and teachers from a range of cultures and backgrounds spoke, performed or sang about how the work had changed their teaching, their opinions and their approach to the LGBT+ community. As the programme grew throughout the UK we were able to hold annual regional showcase events, some of which can be seen in our short film *Building Cohesive Communities* (see below in the Resources section for the link).

Perceived barriers to community engagement

Interestingly, community engagement is often the topic that makes teachers most nervous about people raising objections to LGBT+ inclusive work. At the beginning of training, the vast majority of our trainees say that they believe parents,

cultural diversity, religion and the existence of faith schools are potential barriers to achieving LGBT+ equality. They are often surprised by how positive people are about the work.

MOMENTS OF CHANGE

I honestly think the equality celebration evening was the highlight of my teaching career. I have never been so moved, so proud, so joyous, so entertained in one evening. I trained as a teacher under the shadow of Section 28 and it has cast such a very long shadow over many years. On the night, Section 28 was finally laid to rest for me by the kids, never to rear its ugly head again.

(A secondary school teacher)

Most UK schools are supporting students through poverty, learning English as an additional language, cuts in public services, heteronormative expectations, Islamophobia in the media, or other kinds of injustice and prejudice. So many communities in the UK are already used to talking about diversity! Community performances offer students and families a much-needed platform to share all of their experiences, compositions, thoughts, family structures and hopes for the future in a safe and fun environment, which shows the positive outcomes for *all* stakeholders and people with protected characteristics, not just the LGBT+ community. As we know, we have a legal mandate to confidently engage all of our students in a critical pedagogy, 'enabling them to think about how they might participate in a democracy by taking what they learn into new locations' (Giroux 2004, p.501). Students take their learning from the classroom into the family home and out into the community. And none of our schools is exempt from Ofsted judgements on equality, anti-bullying and inclusion policies.

Diverse communities

Our research shows us that faith schools and schools serving faith communities tend to achieve great success with their Educate & Celebrate programmes. There are many reasons for this: one is that most people of faith would agree that no deity condones bullying! Another common tenet in many faiths is that the Creator made us all just as we should be, so who are we to discriminate? Faith schools already tend to be very good at pastoral care. And finally, schools where religion has a high level of importance are already well practised at marking the year with collective celebrations!

MOMENTS OF CHANGE

I've never sat in a room full of people before who were all from different walks of life, ages, races, religions, genders and sexual orientations, all supporting and campaigning for the same thing. It made me proud to be part of a collective community who one day will change lives and opinions and will make this world a better place.

(A Year 11 student)

Another interesting finding from our research is that where a school has had to address prejudice or hardship within the community it serves, it tends to be comfortable with the ideas of inclusion on which the Educate & Celebrate model is built. And sometimes, Educate & Celebrate can help schools to understand how they might address other local equality issues related to, for example, racism or poverty. Community celebrations can help people with all kinds of differences to gather together and rejoice in their children's singing, dancing and baking achievements. Imagine the community impact if children were encouraged to share poems in their home languages as part of a celebration of diversity!

In-house celebrations

The Educate & Celebrate programme developed the community events model after a headteacher told us:

Our gaps are on the community side of things. How do we get our community involved in this work? It might be a much longer road that we have to take with our parents. If I said to my parents, 'There's an LGBT+ event in our area', obviously we have to get permission to take their kids out of school and I know there will be a lot of parents who would say no. But this won't stop us doing what we can do in school!

After this conversation, the programme was developed to encourage schools to hold their own in-house events rather than just attending outside events. On a practical level, schools can tap into existing calendared events, including LGBT+ people and issues as part of already established school events, such as Anti-Bullying Week and Black History Month. This can enable schools to find an accessible 'way in' to start breaking down the perceived barriers within their local communities. We carefully say 'perceived' barriers, as we can never be sure *how* a community will react! In some schools where we expected adversity, we did not receive it.

Should schools consult with parents and carers before planning a celebration?

Remember, LGBT+ inclusion is mandated by law and by Ofsted. Legally, it should already be part of the fabric of your school! Sometimes schools choose to carry out open consultations with parents before conducting celebrations that draw on LGBT+ themes. But this can cause problems: as one headteacher noted:

In hindsight, too much information was given to parents, which gave too much room for misinterpretation. In the end, we simply put the objectives and the learning outcomes for the

event on the website. That was a real success story; you can't argue with those!

Sound school policies should be in place so that any concerned parents or carers can be directed to a clear set of expectations. If further help is needed then it may be useful to arrange to meet parents individually. Some of the best parent–teacher discussions about this work have been held at the school gate. Remember that the change process takes time and cannot be achieved in one meeting. It is more effective to weave the programme through, month by month, over a period of an academic year. This ensures that it is embedded throughout, and that you are taking everyone on the journey with you.

Strategies

One of the things you can do to enhance your community engagement is to keep your school website updated. You could develop an equality and diversity page to include relevant policies, examples of your school curriculum and of students' work. It is especially useful to make all your updated policies visible and downloadable – you can direct parents to this page if they have any questions.

MOMENTS OF CHANGE

The children were deciding actions for the song 'Down and Out' [from the musical *Bugsy Malone*], specifically the line, 'So be a man, you can't be certain that you'll lose until you try'. A child suggested a muscle-man pose for 'be a man'. A number of children disagreed and a boy raised his hand to give a reason why. He said, 'That makes no sense, because not all men are strong'. The next suggestion was to mime tipping their hats, but immediately many children argued that women can wear hats too!

(A primary school teacher)

There are plenty of ways to share your successes with your school community. Tweet to promote your events and show your achievements; include your LGBT+ friendly work in the school newsletter; and create a page for your nursery or school on social media or on your school blog. Develop your prospectus – add in an equality and diversity section stating your policies and why it is important to you and part of your ethos.

Have a look through your school calendar. Discuss with staff to find spaces where you could include LGBT+ related events. Add these into staff and student diaries. Work with Pride Youth Networks to help with your events in secondary schools. If you run a nursery or teach in a primary school, invite your local secondary school's Pride Youth Network members to come in and help. Invite parents, carers and local press to in-house or multi-school events. See Table 6.1 below for a suggested calendar.

Summary: how to build an LGBT+ friendly community around your school

- Update the nursery or school website with policies, student work and curriculum details.
- Use school publicity such as Twitter, a newsletter and the prospectus to highlight your achievements.
- Audit your school calendar and include LGBT+ related events in staff and student diaries.
- Invite parents, carers and local press to your in-house or collaborative events.

EXAMPLES

We have arranged these under the nursery, primary and secondary headings, but many of them are appropriate to all age phases.

Nursery

Halliwell Nursery decided to frame its community celebrations around Rainbow Week. The community event was a good moment to talk about the new curriculum: in the month leading up to the Rainbow Week, the nursery made a rainbow display of children's handprints and at story time read *And Tango Makes Three* (Richardson *et al.* 2005), a story about a baby penguin who is adopted by two male penguins at a zoo, and *Spacegirl Pukes* (Watson 2006), which is about a space girl who happens to have two mums. The staff filled the dressing-up corner with rainbow-coloured scarves and clothes, and the children enjoyed swishing around to music with the scarves. During Rainbow Week, the nursery invited parents and carers to participate in a Rainbow Bake-Off and the children decorated cupcakes. The children demonstrated their scarf dance at the Bake-Off. The nursery used the week to launch their new inclusion policy, handing a copy to every parent at the Bake-Off, and uploading it to the website.

Primary

At a rural primary school in the north of England, the community celebration event had a big impact on a child who had two mums, helping the whole family to feel accepted and included at school. The ECCO explained how this Year 4 student (aged nine) had written a poem about her family and read it out at the large community celebration in front of all the children, parents, teachers and governors from a number of

local schools. Kerry had written the poem as part of a literacy class. In the poem, the ECCO explained:

Kerry outed her mam who was called Sally, and she outed her mam's partner who's also called Sally, which was quite weird. So she outed Sally and Sally. I did ask Sally and Sally if they were alright [about Kerry reading the poem at the community celebration] and her mam said she was fine as long as Kerry didn't have any backlash, which she hasn't. She stood up and read what you'll see on the wall out there.

The poem was on the wall in the reception area. It read:

My Family

My family is the best thing ever.
 I have my lovely, pretty Mam who
 means the world to me.
 I've got my twin sister Rosie but I'm older
 than her by 3 minutes 16 seconds.
 Also my sister (well kind of) because
 she's my stepsister.
 Well I have my Mam's partner Sally, she is very
 pretty and awesome, she takes me to fairs
 and goes on the rollercoasters with me.
 Then I have my older sister Tara, she is 16 and I love her.
 She has a lovely social life with her friends.
 I love my family to the moon and back!

My name is Kerry and this is my family! I am in Year 4.

Secondary

A large secondary school that served a Bangladeshi Muslim community in a large urban area found that the community events broadened the learning out to parents and governors. They held an enormous Community Bake-Off with a rainbow

theme, and put on drama performances about homophobic, biphobic and transphobic bullying. The nature of 'celebration' in the Bake-Off directly challenged the stigma attached to LGBT+ people and issues. The community celebration events also gave the school focal points around which to develop the curriculum and learning. The students' open-mindedness, often informed by internet media, lent itself to change within the community in many areas of equalities, beyond LGBT+ issues, as students and families started talking together about their experiences with the project. Some of the students said that they would like to make a documentary about how Muslim teenagers were against homophobia because they understood how it felt to experience discrimination and could empathise with LGBT+ people because of this.

Perhaps because of its broad approach to equalities and community cohesion, pedagogy and school environment, the Educate & Celebrate programme was found to have had positive effects on the wider school improvement work. Related to this, there was evidence that the project had helped to enhance the school's Ofsted ratings.

Another lovely example came from a school for secondary-aged students with moderate learning difficulties which won a national song competition with a song about LGBT people and diversity. They were particularly pleased to have won as they had submitted the song and video without mentioning that the students in it had learning disabilities, and so felt they had made a great achievement without being given special treatment. Perhaps as a result of this school's pride in its achievements and its newly open approach to discussing LGBT+ issues, a boy in Year 10 had recently come out as gay, and one of the students, who had two mums, had started talking openly about her family.

Useful resources

Table 6.1: A sample calendar of activities

| Month | Event | In-house activities | Activities with other schools |
|------------------|--|--|---|
| Any time of year | Annual equalities training for all staff and support staff | Bring a speaker in or get a key member of staff to train everyone on the Equality Act 2010 | Join together with your group of nurseries and schools to train as a group |
| 23 September | Bi Visibility Day | Listen to the music of bisexual artists like David Bowie and Lady Gaga, or look at the story of historical bisexual figures like Julius Caesar | Have an art exhibition or a dressing up competition in the style of Frida Kahlo Talk about Tallulah Bankhead as part of a cross-school production of <i>Bugsy Malone</i> |
| October | Black History Month | Read and illustrate the poems of LGBT+ black authors such as Alice Walker or Audre Lorde | Watch films featuring Rikki Beadle-Blair or Laverne Cox with families |
| 10 October | World Mental Health Day | Put up a display in the nursery foyer and include leaflets for parents about local LGBT+ parent groups, mindfulness groups, yoga classes, or zumba classes | Have a school football match in memory of footballer Justin Fashanu, who committed suicide as a result of his difficulties with coming out |
| November | Anti-Bullying Week activities | Rainbow Bake-Off: 'Edu-cake & Cel-a-bake' | Educate & Celebrate's national Great Rainbow Bake-Off: 'Edu-cake & Cel-a-bake' |

| Month | Event | In-house activities | Activities with other schools |
|-------------|--|---|--|
| 20 November | Trans Day of Remembrance | Put on a training session for staff about trans students' needs | Invite community members to a photography display or poetry performance about Trans Day of Remembrance |
| 3 December | United Nations International Day of People with Disability | Look at the poetry or art of LGBT+ people with disabilities such as: Edward Lear (epilepsy, asthma and sight impairment); Stephen Fry (bipolar disorder); or Frida Kahlo (chronic pain) | Have a multi-school dyslexic artists event in celebration of Leonardo da Vinci |
| December | PRIDE Youth Network annual conference | If you can't make it, create a film or blog and send it digitally | Bring a cohort to the conference in London |
| 27 January | Holocaust Memorial Day | Read about LGBT+ people who were affected by the holocaust | Take your secondary school students to teach Year 5 and 6 students about what they have learned |
| February | LGBT History Month activities and celebrations | Have a school showcase with songs, drama, plays, political speeches, dances | Educate & Celebrate Regional Showcases – acts have included songs, drama, plays, political speeches, dances The Educate & Celebrate Edu-cake & Cel-a-bake final in London |

| | | | |
|---------|---|---|--|
| 8 March | International Women's Day | Have a focus for the day on women in a variety of occupations, such as firefighters, surgeons and builders. Provide dressing-up clothes and read stories about them | Have a community fundraiser with your feeder nursery schools to help support female-focused charities and foundations such as Girl Guides and Girl Scouts and Woman-to-Women Worldwide |
| April | Rainbow Week | See Resources section for PowerPoint Include drop-in sessions for your parents to ask questions, lead by students in your Pride Youth Network | Collaborate with your group of nurseries or schools to make a joint art exhibition |
| 17 May | IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia) | Read stories about different families, such as <i>Donovan's Big Day</i> (Newman 2011), <i>Jamie</i> (Pike 2015), <i>Mommy, Mama & Me</i> (Newman 2009), <i>The Family Book</i> (Parr 2010), <i>The Great Big Book of Families</i> (Hoffman 2015) and create a wall display about the book | Run an assembly on the Equality Act 2010 and invite parents and carers |

All of these calendared events are ideal opportunities to hold your impact days, sometimes called enrichment or creative days in secondary schools. These are special days that augment the current classroom curriculum by focusing on a cross-curricular theme for each year group. Primary schools are much more used to working in this way.

Table 6.2: A sample outline of activities for a Key Stage 3 Pride Impact Day

Assembly: Led by the head of year and the tutor team, and focusing on LGBT+ language, law and discrimination.

Period 1: Putting LGBT+ historical events in chronological order through a lesson called Hidden Histories (see Resources) led by the English and humanities department.

Period 2: The PE department could develop a Hidden Histories lesson with LGBT+ sporting events and then facilitate mixed sports activities.

Period 3: Making banners and preparing for a Pride march. The banners could use a variety of languages, LGBT+ symbols, artists, lyrics, colours, slogans and poetry lead by the art, modern foreign languages, design and technology departments accompanied by marching music, riffs, samba band and chants from the music department.

Period 4: Engaging tutors, leadership team, parents and carers and students in a Pride march using the banners and music created. The march can be held on your school grounds or in your local park. Having the march in a public space helps to spread your school ethos and message and bring the public on board.

Lunch: Engaging your catering team and food technology classes in creating themed food such as rainbow cakes and rainbow trout!

Period 5: Relaxing and enjoying a film screening – for example, *Ma Vie en Rose* (1997) or *The Imitation Game* (2014).

Building Cohesive Communities film: www.educateandcelebrate.org/about-us

Hidden Histories lesson: <http://the-classroom.org.uk/lessons-and-resources/by-key-stage/ks3-history-hidden-histories>

LGBT+ Creative Day film at Stoke Newington School 2012. Accessed on 31/10/17 at www.youtube.com/watch?v=ttBf9Bb69-w

LGBT+ events calendar: www.educateandcelebrate.org/product/lgbt-events-calendar

Rainbow Week PowerPoint: www.educateandcelebrate.org/product/rainbow-week-powerpoint

Secondary School Assembly PowerPoint: www.educateandcelebrate.org/product/secondary-school-assembly-powerpoint

Pride Youth Networks: Student Voice as a Tool for Change

If you set up your Pride Youth Network (PYN) at the beginning of the change process, it can assist in your whole school journey as an additional force to increase visibility, help with policies, sanctions and systems, organise promotional events, make suggestions for the curriculum, lead a staff meeting and engage with parents. We have found that where students rather than teachers directly engage with parents, the result can be very effective.

MOMENTS OF CHANGE

The school now has its very own Pride Youth Network. Our colourful Educate & Celebrate stickers and posters can be seen across the campus, with many members proudly sporting their lanyards. When we first started this at the school last year, we made a great impact and now 12 months on, the school has an LGBT+ friendly environment with a massive pool of teaching resources and new signs on the toilets which read 'this toilet is for everyone' - small step towards making all students feel represented.

(A sixth-form teacher)

A Pride Youth Network is a group of students that usually meets once a week at lunchtime to have lunch together, offer peer support, watch films, share books and plan assemblies, events and campaigns. By setting up a PYN you can engage your young people in helping to develop political awareness and respond to injustice through participating in changes to your policies, curriculum, environment and events.

We decided on the name Pride Youth Network as a more inclusive term than the American school Gay-Straight Alliance (GSA) tradition of the 1980s. Later, the name GSA was changed to Gender and Sexuality Alliance in order to include bisexual and trans people. We felt the word Pride was all encompassing and would ensure that all sexual orientations, gender identities and allies felt able to attend.

Peer support

The Pride Youth Network plays a much-needed supportive role for students. The harassment of LGBT+ students in school is still widespread, with nearly half of lesbian, gay, bi and trans pupils (including 64% of trans pupils) subjected to bullying, and nearly one in ten trans pupils subjected to death threats (Stonewall 2017). Sixty-three per cent of LGBT+ students experience name calling (Youth Chances 2014).

MOMENTS OF CHANGE

I am speaking to people I never would have met before and for that I am truly grateful. Our PYN has brought change and action to our school. We have educated and empowered others. Pride Week celebrated everyone's individuality, and the Colour Run event brought everyone together.

(A secondary school student)

Fortunately, PYNs can help! One qualitative study conducted in the United States found that the most beneficial aspect of Gay-Straight Alliances (GSAs) was that they provided direct support to LGBT+ members and helped create a support network for LGBT+ students by connecting them (St John *et al.* 2014). Another study found that LGBT+ students attending a school with an active support group reported hearing fewer homophobic expressions and experienced less victimisation than LGBT+ students attending a school without a GSA or support group (Szalacha 2008). Furthermore, youths who participated in a GSA reported lower levels of depression and higher self-esteem (Toomey *et al.* 2011).

So, you have nothing to lose: the research shows that you can only improve the lives of your students by setting up a Pride Youth Network!

Start reaping the benefits of a Pride Youth Network

We recommend that you start by *securing a meeting place*. You will need to provide a classroom or space for your young people to meet regularly, potentially once a week. Allow your students access to resources to help them run the group successfully. For example, they will need a computer to design fliers, and access to photocopying and printing facilities.

MOMENTS OF CHANGE

A lot of people have opened up about if they are gay, bi or trans. It has made me feel more comfortable in school because we are not getting judged. The PYN has made me realise who I am. I feel like I've gained a new family who is inclusive and just generally lovely. We have learned to be ourselves and not to hide who we truly are. This has had a positive effect on people's attitudes.

(A secondary school student)

It is important to include the students in the process of generating and agreeing the *ground rules*. For example, everyone should contribute and take turns to speak; all ideas should be shared and considered; or students must only ‘disagree with the point, not the person’. The group will probably want to agree a confidentiality clause, but this should of course be informed by child protection guidelines. Help nominate roles within the group – for example, you might have an events officer, a secretary, and a diversity officer to ensure that students from different backgrounds and abilities are included. This is all great practice for future careers!

You can help your students to add members to the group by supporting them to post on school noticeboards, bulletins and newsletters, and through presenting assemblies. The PYN could also benefit from engaging safely with social media. This might include participation in live chat forums with other PYN groups nationally through the Pride Youth Network Facebook page, or sharing their work on Instagram via the #prideyouthnetworkuk hashtag.

MOMENTS OF CHANGE

The PYN programme has not only had a positive effect in our school, it has also had an impact on external visitors. When they enter the building they often comment on our LGBTQ+ display board.

(A secondary school student)

Helping your PYN to create positive change in their school might begin with a discussion to help you to find out what issues your PYN members are concerned about. Students could conduct a bit of research of their own – for example, they could interview senior staff about policies or conduct a survey or focus group discussions. This sort of work is a great way to spread knowledge and understanding about the PYN and about the work you are doing to try to make the school LGBT+

friendly. You can then help the group to devise a campaign that will help to improve the lives of LGBT+ students, teachers and parents within your school.

Your PYN is also well placed to make a positive change within the school curriculum. You could work with them to gain a student view of the curriculum audit discussed in Chapter 4. Discuss how your PYN can help you to answer questions from parents. Work with them to find effective ways to communicate with parents who support your campaigning aims. Hold an event to promote the group, to highlight your campaign or to fundraise. This could be as simple as a bake sale, selling badges, having a stall at parents' evening or an open evening, or organising a film screening or a concert.

Accompany your students to the annual Educate & Celebrate PYN conference. More than 50 national groups meet each year to highlight the success of their campaigns, take part in workshops, hear key speakers, network, and complete evaluations of the change process.

Summary: how to set up a Pride Youth Network and draw on student voice as a tool for change

- Secure a meeting place.
- Set the ground rules.
- Help your students to bring in members.
- Encourage the PYN to engage safely with social media.
- Help your PYN to make a positive change within the school curriculum.
- Facilitate your PYN to engage with parents.
- Assist your PYN in organising an event.
- Attend the Pride Youth Network conference with your PYN.

EXAMPLES

So far, our PYNs have been set up in secondary schools. However, primary schools have benefitted from their local secondary school's PYN. One secondary group made a lesson plan about diversity and inclusion of all kinds, and toured it round local primary schools. The secondary school senior leadership team was pleased that children from the feeder primary schools would arrive in Year 7 already understanding about LGBT+ , race, disability, and faith-based diversity and inclusion. Your PYN could also invite the local nursery school to take part in a mini Colour Run! (a race where people wear white and stop at tables along the track to throw coloured paint powder on themselves and each other)!

The Educate & Celebrate Pride Youth Network Manager told us about a school they had been working with:

A student told me that before the group was set up they used to get regularly teased and questioned about their sexual orientation and gender identity from other students and it would bring them down. After my training, the group decided to make badges so that they could be identified as part of the PYN and they also wanted to be seen as positive role models in school.

Six weeks later, at my follow up visit, the same student told me that the badges not only made the PYN groups feel confident but it also helped break down the barriers of communication with other students as they were curious as to what they stood for. This meant that instead of teasing them, the badges became a good conversation starter to get them all talking to each other. The PYN found this led to conversations about sexual orientation and gender identity, which, in turn, helped people to have an understanding of what the different terms meant, and also a chance to get to know the PYN person too.

This same group has gone from strength to strength and put on a 'Pride's Got Talent' show in school and also set up an LGBT+ weekly youth group in their local area.

Useful resources

Guidance on running a Pride Youth Network: www.educateandcelebrate.org/product/pride-youth-network-guidance

Instagram hashtag #prideyouthnetworkuk:
www.instagram.com

Pride Youth Network Facebook page: www.facebook.com/groups/1890254817925170/?ref=br_rs

Register your Pride Youth Network and network with others:
www.educateandcelebrate.org/pride-youth-network

Welcoming Transgender or Non-Binary Students, Staff Members and Parents in Your School

Ongoing activism, media exposure and increasing school interventions are producing a much deeper level of understanding of gender as a whole, to the point where our young people are much more comfortable speaking openly about their gender identity. This has increased the number of young people coming out as trans, from the primary phase upwards. Because of this, we need to train teachers in the language of gender identity, help them understand how to incorporate a more flexible approach to gender into lessons, challenge the heteronormative model and respond to the needs of those students. One way to begin a lesson, assembly or staff training on gender identity is to show a short film such as BuzzFeed's *The Machine* (see Resources below). This is an accessible way to help staff and students to begin thinking about gender as a much larger spectrum and not just as binary.

MOMENTS OF CHANGE

We have a boy in Year 10 who's trans; he was a girl in Year 9, and he came back in September as a boy. And he joined the boys' football team. And another kid came up to me and asked, 'What do I call them? Do I call them "he"?' I said, 'Yes, of course, he's a boy' and so they do, they call him 'he' and 'him' and he's just one of the lads on the team now, nobody bats an eye.

(A rural secondary school teacher)

What to do if a student comes out to you as trans

If you are in a conversation with a student and they tell you they don't identify with the gender assigned to them at birth – don't panic! Very simply, believe them, and ask how long they have felt like this. Ask if they have talked to their parents or carers or their friends about it, and whether they would like to talk further with someone in school. If the student is in agreement, then you can refer them to your school learning mentors or counsellor, who will gather further information and work with the inclusion manager to make a decision as where best to access further support if needed. Usually this is either a referral to CAMHS (Child and Adolescent Mental Health Services) or a recommendation to see their GP (doctor). This is with a view to attaining a diagnosis of 'gender dysphoria' for ongoing support (this can be rather pathologising – see the Glossary of Key Terms below for a discussion on this term). Both of these can be done without parental consent. It is always best wherever possible to involve the parents, but unfortunately there are times when parents or carers do not support their child's explorations about their gender identity. Some CAMHS are able to accept self-referrals, and 13–16-year-olds have the same rights to confidentiality as adults when going to their GP.

Your student may well want to change their name and their pronoun at some point during transition. This is called 'social transition'. This is a very significant moment for your student and will require support from school. To prepare for this, inform all members of staff of the name and pronoun change where necessary. At the primary school phase, we recommend a day of lessons on gender identity where all are educated and also informed of the student's name and pronoun change. For example, you could tell staff, 'From tomorrow, Charlene will be known as Charlie, and the preferred pronoun is "he"'. At the secondary school phase, we recommend beginning by deciding with the student when and how to inform the student's close friends, tutor group and year group. This can be accompanied by a year assembly on gender identity and trans+ inclusive lessons (see Resources below).

Common concerns: names, toilets, PE and uniforms

Teachers often worry that if we allow one student to change their name, perhaps all the children will want to do it! However, you can reassure them that even if a child is not trans or non-binary we willingly call them by their desired name. Changing a name for this reason is no different from our usual processes where a child might have a name change due to their parents' marriage, for example.

Toilets often come up as a topic of concern among parents and carers, as well as among staff. Which ones should your trans student use? Well, the answer is that they should use whichever they feel more comfortable using. You are aiming to have provision for all genders. For example, you may have all gender-neutral toilets throughout the school, or you may have a mixture of male, female and gender-neutral toilets in each building. Many organisations find it useful simply to change the signage on the disabled toilet to 'gender neutral' to accommodate this need.

Getting changed for PE is another concern. Teachers sometimes worry that the other students might tell their parents or carers that there is a trans student in their changing room. You should reassure them that your student should get changed wherever they feel comfortable. Let's not make the trans student the victim: this has to be a whole-school approach to educating everyone in your community about gender identity. If the student identifies as male, then they will most likely want to use the male changing rooms. However, listen to your student and allow them to make choices as to where they feel most comfortable at various stages of their transition. Make an individual space available if requested.

There is often an assumption that a student will be absent for long periods during surgery. However, not all trans people have surgery; this is not a prerequisite of being trans. For many people, support and advice from a clinic are all they need to feel comfortable in their gender identity. Your student may well 'socially transition' at school; this is where they may want to change their name and pronoun, and dress as their identified gender would. However, they are unlikely to medically transition while at school, as 17 is the minimum age for this in the UK. The student may well take hormone blockers, which are a safe, reversible medical intervention that suspends puberty to save the student the distress of developing a body and/or characteristics they do not identify with. Students who are 17 years and above will be seen in an adult clinic where they are entitled to consent to their own treatment, and for some, steps can be taken for more permanent hormone or surgical treatments.

If you have adopted a gender-neutral uniform policy, then you are already prepared for uniform queries. For example, your policy could state: 'Students in our school can wear a white polo shirt with navy trousers or a navy skirt'. Your students will then already have a clearly documented choice.

Trans students can remain on roll at single-sex schools. Department for Education advice states that '(a) girls' school which permits a pupil who is undergoing gender reassignment to remain after they adopt a male gender role would not lose its single-sex status' (2012).

If you are not sure which pronoun to use, then just ask which pronoun the student prefers. They will know best! If the student is non-binary, the preferred pronoun may change at times. Here are some examples (with pronunciations in brackets):

Table 8.1: How to use preferred pronouns

| | Nominative | Objective | Possessive determiner | Possessive pronoun | Reflexive | Title |
|---------------------------------------|----------------------------------|--------------------------|---------------------------------|------------------------------|-----------------------------------|---------------------|
| Female | She smiled | I smiled at her | Her smile is beautiful | That laugh is hers | She laughs at herself | Ms/ Miss/ Mrs |
| Male | He smiled | I smiled at him | His smile is beautiful | That laugh is his | He laughs at himself | Mr |
| Gender neutral or gender fluid | They smiled | I smiled at them | Their smile is beautiful | That laugh is theirs | They laugh at themselves | Mx ('Mix or Mux') |
| | Ey smiled (to rhyme with 'they') | I smiled at em | Eir smile is beautiful ('Air') | That laugh is eirs ('Airs') | Ey laughs at emself | Mx ('Mix or Mux') |
| | Ze/Zie ('zee') smiled | I smiled at hir ('heer') | Hir ('heer') smile is beautiful | That laugh is hirs ('heers') | Ze laughs at hirself ('heerself') | Mx ('Mix or Mux') |

Wherever there is an opportunity to make these additions on dropdown menus and application forms and school paperwork, then grab that chance!

To label or not to label?

Every trans person's journey is different. We cannot assume there is only one way to be trans, as it is a whole spectrum of identity. We use the words 'trans' or 'transgender' as an umbrella term for someone who identifies as a different gender to the one they were assigned at birth – and this can be interpreted in many different ways. It may be useful to refer to the Glossary of Key Terms at the end of this book as you read this chapter.

When schools begin to work with a trans student, they can often get drawn towards trying to establish a fixed gender label for that child. However, we find labels to be restrictive and reductive. In contrast, gender identity and sexual orientation can be quite fluid. We hope that in the future, labels will become somewhat immaterial. It's not that the student is confused or fickle – it's more that we need to ensure that there is space for children and young people to explore their identities in a safe way, and without repercussion. The key approach is to be led by the child or young person's preference in how they would like to be identified. We are looking forward to a world where Elly can be Elly and Anna can be Anna with no one being interested in our sexual orientation or gender identity! We are just *people*.

Changing your language

Even though we look forward to a future with no labels, there are many gender non-conforming identities which are regularly referred to (check the Glossary of Key Terms at the end of this book for definitions). Some of the more commonly used are:

- intersex
- non-binary
- gender fluid
- genderqueer.

Remember that these are identities and individual expressions, and we should work towards adapting our language to accommodate different genders. For example, do you refer to 'both' or 'opposite' genders? Remember there are more than two genders! Rather than referring to your class as boys and girls, try referring to your class as 'students'. Avoid addressing boys and girls differently – for example, do you ever call boys 'mate'? How about girls? And how often have you heard, 'Can I have two strong boys to move this table?' Try asking for 'two strong students' instead! Instead of asking students to get their 'mums and dads' to help with a piece of homework, just say 'parents or carers'.

Don't forget your trans teachers, parents and carers

Teachers, parents and carers may come out as trans, too. They are protected by the Equality Act 2010 just as your students are, so it is important that they feel welcome, safe and supported. Our research shows that when teachers are enabled to be themselves, their teaching improves. A trans teacher told us:

Teaching as an authentic person makes you the best teacher you can be and the best role model for young people! It's a great privilege to be able to show students that being true to yourself is key and if you follow your own heart then happiness pours out of you.

In practical terms, I was really happy to announce the news to staff, parents and students all in one go. I didn't want to wait for a holiday as people may forget my name and pronoun. It's always good to involve the human resources people in your county or borough, and keep an eye on the press. You may need to treat any transphobic actions in the same way you would any other discriminatory behavior.

My school showed support by ensuring their policies were trans+ inclusive and gave reassurance that my job was safe during my time off for surgery. We all embraced the journey, treated it like it wasn't a big deal and now it's business as usual!

Parents and carers would also benefit from having a new name and pronoun taken seriously, just as they would reasonably ask for a name change on marriage. Forms should be adjusted so that parents and carers do not have to identify as male, female, father or mother.

Summary: how to welcome a transgender or non-binary student in your school

- Believe them.
- Refer them to your school learning mentors or counsellor for a chat.
- With the student and the inclusion manager, the mentor or counsellor may decide on a referral to CAMHS (Child and Adolescent Mental Health Services) or a recommendation to see the GP.
- With the student, make a plan for 'social transition'. This may mean updating uniform policy, making a formal decision on which toilet the student prefers to use, and planning to establish where the student will get changed for PE. Ask, 'Which pronoun do you prefer?'
- Inform all members of staff of the name and pronoun change.
- At the primary school phase, plan a special day or half-day of lessons on gender identity, where all are educated and also informed of the student's name and pronoun change. At the secondary school phase, decide with the student when and how to inform the student's close

friends, and then hold a tutor group and year group assembly about trans issues and gender identity (see Resources section for materials).

- Work with staff on changing language to make it less gender normative, and on developing trans+ inclusive lessons (see Chapter 4 on Curriculum).

How to welcome a transgender or non-binary staff member in your school

- Believe them.
- It is likely that they already have a counsellor, but ask if they need help finding one.
- With the staff member, make a plan for ‘social transition’. This may mean updating staff dress code policy and making a formal decision on which toilet the staff member will be using.
- When the staff member is ready, inform all members of staff of the name and pronoun change. You could agree a form of words for an email together, such as, ‘From Monday, Helen Jones will be known as Harry Jones. The correct pronoun will be “he” or “his”, and students will be told to refer to Harry as “Mr Jones”.’
- At the primary school phase, plan a special day or half-day of lessons on gender identity, where all are educated and also informed of the staff member’s name and pronoun change. At the secondary school phase, decide with the staff member when to hold an assembly about trans issues and gender identity (see Resources section for materials). This might involve the year group or the whole school, depending on the staff member’s role and preferences.

- Work with staff on changing language to make it less gender normative, and on developing trans+ inclusive lessons (see Chapter 4 on Curriculum).

How to welcome a transgender or non-binary parent or carer in your school

- Believe them.
- Inform all members of staff likely to have contact with the parent or carer of the name and pronoun change. You could agree a form of words for an email together, such as 'From Monday, Helen Jones will be known as Harry Jones. The correct pronoun will be "he" or "his", and they should be referred to as "Mr Jones" in formal communications'.
- Remember that a trans parent's or a trans carer's child will be affected by any transphobic language or comments, so the school will still need to address cultural change. At the primary school phase, plan a special day or half-day of lessons on gender identity, where all are educated and also informed of the parent's or carer's name and pronoun change. At the secondary school phase, hold an assembly about trans issues and gender identity (see Resources section for materials). This might involve the year group or the whole school, depending on the situation.
- Work with staff on changing language to make it less gender normative, and on developing trans+ inclusive lessons (see Chapter 4 on Curriculum).
- Review your parent and carer forms and paperwork to ensure they are gender non-specific.

EXAMPLE

This example refers to a secondary school student. However, most trans children realise they are trans at around three or four years old. They may not have the language to explain themselves until later on. However, many children transition at primary level, too.

At a secondary school in the Midlands, a student previously identified as female came out to his parents as trans. He was asked to leave the family home, and now lives with his best female friend, who is a student in his year group. The school collaborates regularly with his social worker to ensure he is properly supported. He sees his GP regularly and is on hormone blockers to allow time to make a decision as to whether he will access further treatment. He has cut his hair short. The school is rolling out a programme of curriculum and policy change, and has set up a Pride Youth Network. The student has joined the boys' football team, and is a valued member of the B squad.

Useful resources

Buzzfeed short film *The Machine*: www.youtube.com/watch?v=3trJe1U-vRU

Educate & Celebrate materials for an assembly on gender identity and trans+ inclusive lessons: www.educateandcelebrate.org/resources

Glossary of Key Terms

Asexual: A person who has little or no sexual attraction, but may have a romantic or emotional attraction to others.

Binary: A way to describe the contested idea that gender is exclusively male or female.

Biphobia: Literally, fear of bisexual people resulting in prejudice towards them. However, some people critique this idea, suggesting that it is not fear but bigotry, hatred or cruelty.

Bisexual: A person who is attracted to two genders, one usually being the same gender as their own.

Cisgender: The gender a person is assigned at birth, usually related to the appearance of one's genitals. Sometimes shortened to 'cis'. Some cisgender people do not like the term.

Coming out: This refers to the process of being open about one's LGBT+ identity at school, at home, or in other areas of life. Some people may be 'out' at home, but not at work. Others may be 'out' at work, but not with their families. These decisions can be affected by cultural background or by the efforts made by an institution to make people feel comfortable being themselves. All LGBT+ people should be in control of whether they come out or not. See also 'Passing'.

Gay: A person who identifies as male who is romantically, emotionally and/or physically attracted to another person

who identifies as male. Some women attracted to women prefer to be called 'gay' as opposed to 'lesbian'. See also: 'Lesbian'. *Important note:* there is a problem with using the word 'gay' to describe all sexual orientations. The Rainbow Flag is not 'The Gay Flag'! 'Gay' does not represent all LGBT+ people.

Gender dysphoria: On their webpage about Gender dysphoria, the National Health Service (NHS) describes this as 'a condition where a person experiences discomfort or distress because there's a mismatch between their biological sex and gender identity'. This diagnosis is usually required for treatment, but the idea is critiqued for its pathologising requirement for 'distress'. Some trans people argue that they are not distressed by their gender status, nor are they ill.

Gender fluid: This describes someone whose gender expression and/or gender identity might change from day to day, or from year to year. A gender-fluid person may or may not identify as non-binary (see below).

Genderqueer: A useful term, genderqueer people might also identify as non-binary. Many use the word as an umbrella term to explain that they are not cisgendered, but don't want to be labelled male or female. See also 'Non-binary'.

Gender neutral: A classification not defined by gender. You can take a gender-neutral approach to talking about students – for example, you could get them into PE groups alphabetically rather than in 'boy' and 'girl' teams. A gender-neutral name is one that does not denote a specific gender, such as Alex, Charlie or Jamie.

HBT bullying: Homophobic, biphobic and transphobic bullying (see 'Homophobia', 'Biphobia' and 'Transphobia').

Hermaphrodite: An out-of-date term describing a person perceived as having been born with male and female hormones and/or sexual organs. This is no longer used as it is seen as derogatory (see 'Intersex' instead).

Heterosexual: The state of being attracted to the other gender within a binary model of gender which understands the existence of ‘male’ and ‘female’ only (see ‘Straight’).

Heteronormativity: A much-challenged societal viewpoint that assumes everyone is heterosexual and stereotypically ‘male acting’ or ‘female acting’ instead of there being many possibilities. For example, the assumption that a girl will grow up and marry a man is heteronormative, as is the idea that boys will not want to become ballet dancers.

Homophobia: Literally, fear of gay people resulting in prejudice towards them. However, some people critique this idea, suggesting that it is not fear but bigotry, hatred or cruelty.

Homosexual: ‘Gay’ or ‘lesbian’. Many (although not all) gay and lesbian people prefer not to use this word about themselves, or hear it used, as it carries historical implications of some kind of medical or psychological disorder. It sounds too ‘scientific’. Most prefer ‘gay’ or ‘lesbian’ (see ‘Gay’).

IDAHOBIT: International Day Against Homophobia, Biphobia and Transphobia (see ‘Homophobia’, ‘Biphobia’ and ‘Transphobia’).

Intersectionality: This idea emerges from African-American feminism and understands that a person will experience all ‘isms’ and ‘phobias’ as interconnected rather than as separate issues. For example, a child with a parent who is a black woman with a transgender history will experience life differently from a child with a parent who is a white woman with a transgender history; or a disabled white gay man will experience life differently from an able-bodied white gay man.

Intersex: An umbrella term for a range of conditions usually describing a person who is born with a reproductive or sexual internal or external anatomy that does not seem to fit the typical definitions of female or male. The concept is often considered to be specific to people who were exposed

to an unusual mix of hormones prenatally (Intersex Society of North America).

Lesbian: A person who identifies as female who is romantically, emotionally and/or physically attracted to another person who identifies as female (but also see ‘Gay’).

LGBT+: Lesbian, gay, bisexual, transgender, plus other associated categories such as queer, questioning, intersex and asexual (see elsewhere in the glossary for these terms).

Non-binary: This is used to describe a person who does not necessarily identify as exclusively male or female. See also ‘Gender fluid’ and ‘Genderqueer’.

Out: See ‘Coming out’.

Pansexual: A person who is attracted to people regardless of their gender, gender identity or sexual orientation.

Passing: This is sometimes used by or about trans people or genderqueer people to describe being recognised by others as the gender they identify with rather than the gender they were assigned with. It also implies not being noticed as trans but being thought of as cisgendered (see ‘Stealth’). Not all trans people want to ‘pass’, but for some it is very important. This can affect whether a person decides whether or not to ‘come out’ (see above).

Queer: An umbrella term for anyone who identifies within the gender identity or sexual orientation spectrum. Originally a derogatory term, this word has been reclaimed by many in the LGBT+ community. Many younger people are now identifying as ‘queer’ to mean simply ‘not cisgendered and not straight’. It can also be useful for someone, for example, who has formerly identified as lesbian, but who is now a man with a transgender history who is married to a cisgendered woman, and who wants to retain a connection with the LGBT+ community (note – not all people with a trans history want to retain a connection with the LGBT+ community).

Questioning: This is sometimes used in the acronym 'LGBTQ' to mean someone who is open-minded about their gender identity and/or sexual orientation and who may not have come to a decision yet (or may never come to a decision).

Rainbow Flag: The Rainbow Flag represents all LGBTQ+ people. There are other flags for transgender and bisexual people, and others, but the Rainbow Flag is intended to represent everyone who is not cisgender or heterosexual. It is not 'The Gay Flag'! 'Gay' does not represent all LGBTQ+ people.

Social justice: The overarching idea framing the work of those who seek equality and fairness through the distribution of opportunities and privileges within our society.

Stealth: A person who passes as their identified gender at all times. Some people may choose to be 'stealth' in some parts of their life, but to be openly trans at other times – for example, among friends. The term can be problematic, particularly where it facilitates an assumption of dishonesty on the part of people who may not understand the risks of a trans person not 'passing' (see 'Passing').

Straight: The state of being attracted to the other gender within a binary model of gender which understands the existence of 'male' and 'female' only (see 'Heterosexual'). Heterosexual is generally felt to be a more acceptable word to use in general conversation or as part of teaching.

Trans: Short for 'transgender'. The term is used to describe a person who identifies as a different gender to the one they were assigned at birth. Some people described as 'trans' prefer to be known as a man or a woman with 'a trans history', or simply as a man or a woman.

Transphobia: Literally, fear of trans people resulting in prejudice towards them. However, some people critique this idea, suggesting that it is not fear but bigotry, hatred or cruelty.

Usualising: A term coined by Sue Sanders of Schools OUT (see Useful Contacts). Usualising describes a teaching pedagogy that makes the range of people's characteristics something people come into contact with on an every-day basis, thus making them so usual as to not become taboo, or subject to ridicule or bullying. For example, to usualise difference in an art lesson, we may work with the art of Frida Kahlo and mention as context that she was a woman, Mexican, had a disability and identified as bisexual.

Useful Contacts

Educate & Celebrate

A charity run by experienced teachers who transform schools and organisations into LGBT+ friendly places. For continuing professional development (CPD) training days, LGBT+ inclusive curriculum resources, training, Pride Youth Networks, workshops for students, consultancy and guidance contact ellybarnes@educateandcelebrate.org or see www.educateandcelebrate.org

Gendered Intelligence

A community-interest company delivering art programmes, creative workshops and camps for trans youth, facilitating workshops for all young people, offering CPD and trans-awareness training, forming partnerships and running projects that benefit the trans community. For information on supporting, volunteering, training and booking see <http://genderedintelligence.co.uk>

GIRES – The Gender Identity Research & Education Society

A charity offering a wide range of support for trans people and those who care for them. It ensures that legislation and practices meet the needs of trans people. For resources, consultation, surveys, research and legal matters see www.gires.org.uk

Imaan

The UK's leading LGBTQ Muslim Charity: <https://imaanlondon.wordpress.com>

Keshet UK

Promotes equality and diversity, advances education and eliminates discrimination in relation to LGBT+ Jews within the Jewish and wider community. Priorities include working with schools, synagogues and other community organisations: www.keshetuk.org

Schools OUT

Provides support, campaigning and research on LGBT+ issues in schools: www.schools-out.org.uk

LGBT History Month Schools OUT resources

Resources and events for LGBT History Month from Schools OUT: <http://lgbthistorymonth.org.uk>
<http://the-classroom.org.uk>

Open Table

An ecumenical Christian worship community that offers a warm welcome to people who are LGBT+ and all who seek an inclusive Church: <http://opentable.lgbt>

Southwark Mediation Centre

Provides mediation and conflict resolution services in Southwark and across London, including around hate crimes and neighbourhood conflict. It runs award-winning mediation programmes in schools and communities, and its aim is to

create stronger communities, workplaces and places of learning:
www.southwarkmediation.co.uk

Stonewall

A national campaigning and lobbying group focusing on research, policy, lobbying, publications and events. Stonewall offers support and advice to all kinds of organisations, including those that are faith-based, and runs a well-informed 'Education for All' campaign against HBT bullying in schools, available at www.stonewall.org.uk/get-involved/education. Information regarding faith schools can be found at www.stonewall.org.uk/sites/default/files/working_with_faith_communities.pdf

Switchboard

Calm words when you need them most – providing free and confidential support and information to lesbian, gay, bisexual and 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>

The Albert Kennedy Trust

A national charity supporting young LGBT 16–25-year-olds who are made homeless or living in a hostile environment. It has offices in London, Manchester and Newcastle: www.akt.org.uk

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