

NEXT STEPS IN INCLUSIVE EDUCATION:

CELEBRATING DIFFERENCE AND
DEVELOPING UNDERSTANDING



Stonewall

Acceptance without exception

You've started work at making your school or college LGBT inclusive, but now it's time to take that work a step further. With new statutory guidance on teaching Relationships and Sex Education (RSE) in schools and with a new Ofsted inspection framework, there's no better time to consolidate and expand upon the work you've already done on LGBT inclusion in your school or college. If you're a Stonewall School & College Champion, make the most of your membership by using the ever-expanding range of lesson plans and resources from the members-only area of our website.

Celebrating difference and developing understanding: next steps in inclusive education draws upon a wealth of best practice guidance to help you to continue to play that important role in creating an inclusive environment for all students and staff, as well as enabling you to continue to tackle homophobic, biphobic, transphobic and sexist language and bullying. This guide will help you to fully embed LGBT inclusion into your school or college ethos and to ensure that the work is sustainable. If you've been a Stonewall School & College Champion for a year or more, this resource will give you the guidance you need to work towards applying for the Stonewall Silver Award.

This guide is broken up into key areas of focus – it's up to you whether you read it in its entirety or whether you skip to the areas you want to focus on today.

Stonewall **Bronze, Silver** and **Gold** Awards are available to Stonewall School & College Champion members. More information can be found on the [Stonewall website](#).

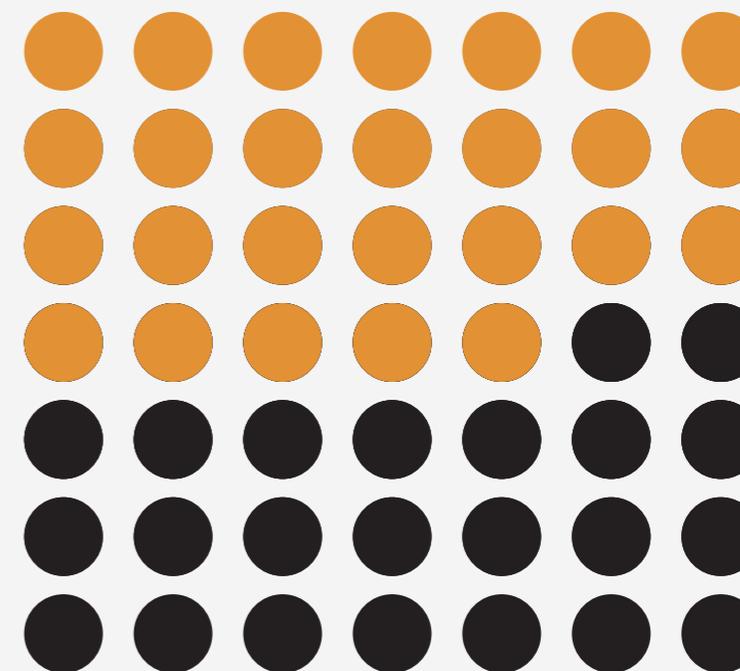
Colleges can apply for a **Bronze, Silver** or **Gold** Awards Award. More information about the College Champions Scheme can be found on the [Stonewall website](#).

The Equality Act (2010) covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

 Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act (2010), including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998. *Ofsted Education Inspection Framework (2019)*, paragraph 16.

NEARLY HALF OF LGBT STUDENTS ARE STILL BULLIED AT SCHOOL FOR BEING LGBT AND 40 PER CENT OF THOSE YOUNG PEOPLE HAVE SKIPPED SCHOOL AS A RESULT.



STONEWALL
SCHOOL
REPORT
(2017)

52%

FURTHERMORE, **52 PER CENT** OF STUDENTS THAT ARE BULLIED FOR BEING LGBT FEEL THAT HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING HAS HAD A NEGATIVE EFFECT ON THEIR PLANS FOR FUTURE EDUCATION.

SUSTAINING YOUR WORK

At a time when schools are struggling for funds, a bit of creative thinking might be needed in order to fund your LGBT-inclusive work. You might be looking to fund the second or third year of your Stonewall School & College Champions membership in order to access new resources and support, you might be re-stocking your library, or you might be taking your LGBT student group on a trip to the theatre. Make use of your students' enthusiasm and creativity by asking your school council, pupil voice groups or student LGBT group for fundraising ideas or for help in running your event. Whatever it is that you're raising money for, there are plenty of ways to go about it.

Non-uniform or rainbow themed dress-up days are something that most of your students will be keen to take part in. With a contribution from each student that dresses up, you'll soon reach your fundraising target.

Hold a bake sale. Rainbow themed cakes always go down a treat.

Film screenings are a popular option – hold a lunchtime screening or even a film night. Ask your school council or student LGBT group to do a bit of market research and find out which film(s) would be most popular. Use the Stonewall **Film List** to help you choose.

A sponsored dance-a-thon is a fun way to raise money – classes could take part in shifts to keep the dancing going all day long.

Involve your parents, carers or whole community by **holding a quiz** and charging a small entry fee. Make it relevant to your fundraising aim by having an LGBT themed bonus round.

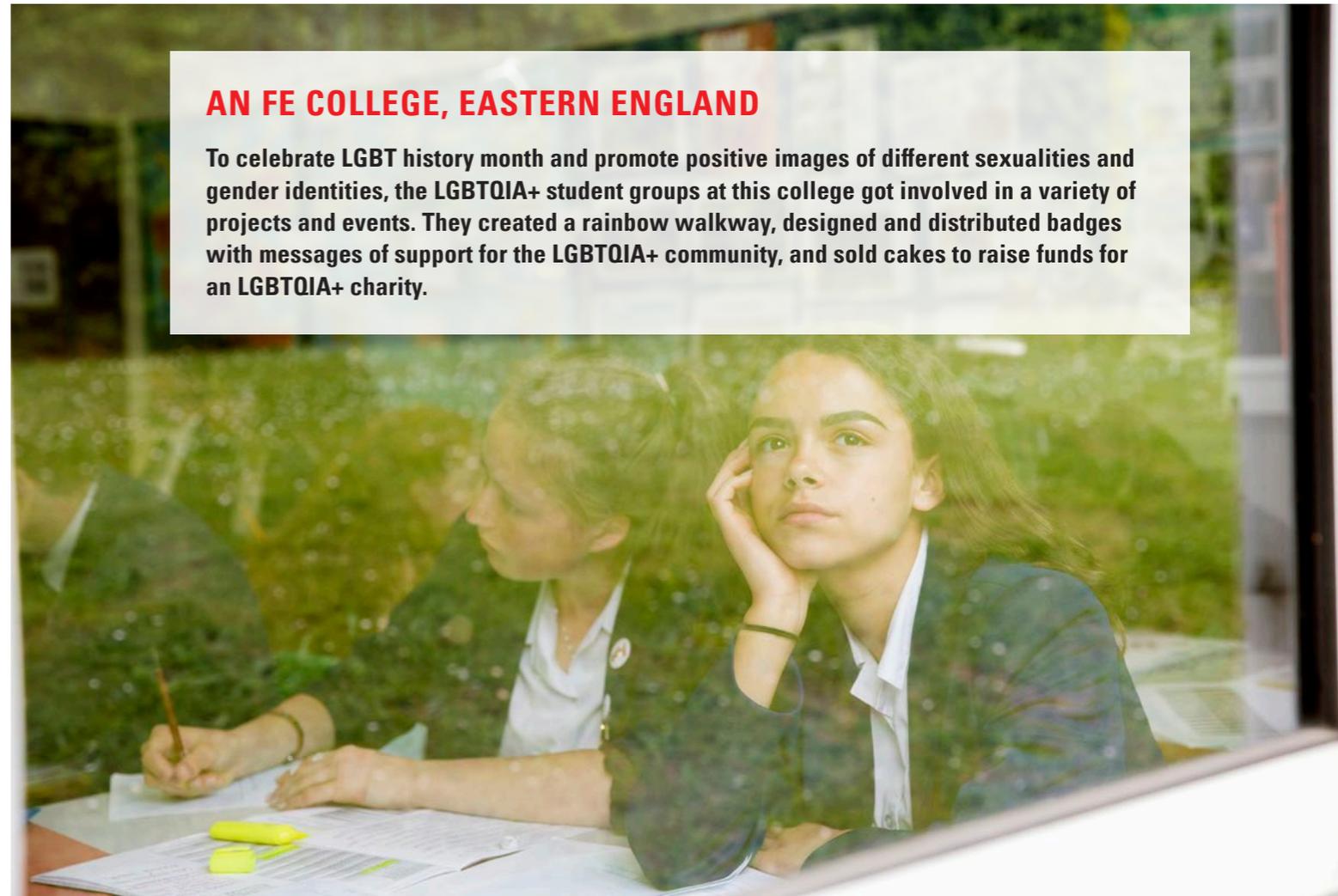
For even more ideas, have a look at our **Come out fundraising: schools' guide**.

Get a team of students and staff together and set yourself a challenge. Could you climb a mountain, complete a hiking trail together, form a relay team and swim a record-breaking number of lengths?

It's easy to renew your Stonewall School & College Champion Membership – you can renew by attending one of our highly acclaimed courses. Choose from: Challenging Homophobic, Biphobic and Transphobic Language and Bullying; Creating a Trans-inclusive School; or Gender in the Classroom. Alternatively, you can renew without the course at a discounted rate. Get in touch with us at education@stonewall.org.uk for more information.

AN FE COLLEGE, EASTERN ENGLAND

To celebrate LGBT history month and promote positive images of different sexualities and gender identities, the LGBTQIA+ student groups at this college got involved in a variety of projects and events. They created a rainbow walkway, designed and distributed badges with messages of support for the LGBTQIA+ community, and sold cakes to raise funds for an LGBTQIA+ charity.



Ofsted requires schools and colleges to log and monitor homophobic, biphobic, transphobic and sexist bullying. It is best practice to monitor homophobic, biphobic, transphobic and sexist bullying in separate categories so that you can analyse patterns and rates of bullying. Doing this will help you to identify any specific focus for your anti-bullying work. As outlined in your anti-bullying policy, you should regularly report rates of homophobic, biphobic, transphobic and sexist bullying to your governors or board of trustees. The governors or trustees should have a role in evaluating the school or college anti-bullying strategies and this should be a regular item on their meeting agenda.

Of course, not all bullying is reported so it is important to involve pupil or student voice to supplement your more formal monitoring arrangements. The use of anonymous surveys and/or focus groups will give you a clear idea of any hidden homophobic, biphobic, transphobic or sexist bullying. In this context it's important that you ask students about all types of bullying. Have a look at our **Getting started: primary** and **Getting started: secondary** guides for example surveys.

When you apply for the Stonewall **Silver** Award, include a copy of the agenda from a meeting of your governors or trustee meeting, to show that they regularly review and evaluate your anti-bullying strategies.

For more guidance on involving students in developing your LGBT-inclusive approach, look at our **Celebrating diversity through pupil voice** and **Student voice: setting up a student LGBT group in secondary schools & colleges** guides.

Your policies form the backbone of your whole school ethos, so it's important to make sure that they are LGBT inclusive, that they make it clear that your school or college values LGBT people, and that homophobic, biphobic, transphobic and sexist language and bullying will not be tolerated.

Check all of your policies for inclusive language and remove any unnecessarily gendered language. Instead of using 'he'/'she', you could use 'they'. Instead of using 'boys and girls' you could use 'children' or 'young people'. This will make your policies non-binary inclusive as well as avoiding playing into gender stereotypes. Be sure to be inclusive of non-binary people when you talk about gender identity and to include bi people when talking about sexual orientation.

Encourage whole-school acceptance of your policies by including students, staff, governors or trustees and parents and carers in policy development and review.

Remember to make your school policies inclusive of LGBT staff.

Example anti-bullying policies can be found in our **Getting started: primary** and **Getting started: secondary** guides. There's even a child-friendly anti-bullying policy template for you to adapt and use.

Make sure that your online safety policy is consistent with your anti-bullying policy in specifying that homophobic, biphobic, transphobic and sexist bullying is unacceptable.

Remember that all staff need to be able to record and report bullying. Make sure that you have systems in place for staff that don't have regular computer access, for example midday meal supervisors.

ANTI-BULLYING POLICY

Your anti-bullying policy should:

- Be firm that homophobic, biphobic, transphobic and sexist language and bullying is not acceptable and must be challenged.
- Outline a clear process for logging, monitoring and reporting homophobic, biphobic, transphobic and sexist bullying. Be clear that homophobic, biphobic, transphobic and sexist bullying will be recorded as four distinct categories of bullying.
- Be available to students in a format they can understand.

EQUALITY POLICY

Your equality policy should:

- Make clear reference to the Equality Act (2010) and all nine of the protected characteristics.
- Apply to students as well as to staff.
- Refer to gender identity in a manner that includes non-binary people. See **Celebrating Difference and Building Belonging: Making sure non-binary students feel valued at school and college** for more detailed information.
- Refer to sexual orientation in a manner that includes bi people. See **Celebrating bi inclusion in secondary schools** for more detailed information.

BEHAVIOUR POLICY

Your behaviour policy should:

- Make strong links with your anti-bullying policy.
- Highlight the school or college's zero-tolerance approach to homophobic, biphobic, transphobic and sexist language.
- Be clear on the consequences of the use of homophobic, biphobic, transphobic and sexist language and what the consequences will be for persistent use of this language.

UNIFORM POLICY

A best practice uniform policy:

- Is free from gendered language and expectations.
- Allows students choices from a list of uniform that is available to people of all genders.
- Gives the option to wear a skirt as well as the option to wear trousers.
- Avoids gendered language when talking about hair, make-up and piercings.

RSE/PSHE POLICY

Your RSE and PSHE policies should:

- Be clear that RSE and PSHE lessons are intended to protect and prepare all learners for later life and help them to develop positive attitudes towards different types of people.
- Ensure that children in primary schools learn about different families, including LGBT families.
- Ensure that students in school or college see different types of relationship, including same-sex relationships, reflected when learning about healthy relationships.
- Ensure that learners understand that some people are trans and that's OK.
- Refer to the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)*.

A truly LGBT-inclusive education goes beyond teaching LGBT-inclusive RSE or PSHE lessons. It is best practice to embed LGBT visibility throughout your curriculum. Make sure your curriculum policy/policies make this approach clear.

To learn more about creating an LGBT-inclusive curriculum, look at **Creating an LGBT-inclusive primary curriculum** or **Creating an LGBT-inclusive curriculum: a guide for secondary schools**.

Make sure that students are able to contribute to policy development. Colleges in particular should look to student leaders and student LGBT groups for this.

STAFF CODE OF CONDUCT

Your staff code of conduct should:

- Avoid the use of gendered language and stereotypes.
- Outline the school or college's commitment to LGBT inclusion and challenging sexism.
- Set a clear expectation that all staff will role model LGBT-inclusive behaviour.
- Be clear that all staff are expected to challenge homophobic, biphobic, transphobic and sexist language and bullying every time they see it.
- Make clear reference to the school or college equality policy.

CELEBRATING AND SUPPORTING PEOPLE OF ALL GENDER IDENTITIES

The *Stonewall School Report (2017)* found that **77 per cent of trans students hadn't learned about trans identities in school. One in three trans pupils were not able to be known by their preferred name at school, and 58 per cent were not allowed to use the toilets they feel comfortable in.** When combined with the impact of bullying, these factors can have a significant effect on the educational aspirations and emotional well-being of trans students. For this reason, it is essential that schools and colleges take steps to ensure that they are inclusive environments for all trans students, including those with a non-binary identity.

While your work on challenging gender stereotypes will be of huge benefit to LGBT students, it is important to recognise this work will benefit all of your students. The Fawcett Society's *Gender Stereotypes in Early Childhood: A Literature Review (2019)* noted that **51 per cent of people report that gender stereotypes during childhood had an impact on their career choices. Nearly half of the people surveyed (44 per cent) said that gender stereotypes during childhood had negatively affected their personal relationships.** Challenging gender stereotypes from an early age can help prevent the negative impact of gender stereotyping.

Here are our top tips for celebrating and supporting people of all gender identities:

- Ensure that all staff understand that a person's trans identity may only be shared with the person's consent.
- Make sure that work to challenge gender stereotypes is embedded into your curriculum. Look for opportunities to discuss

the impact of gender stereotypes. Send out a clear message that there is no such thing as a 'typical boy' or a 'typical girl' and actively challenge stereotypes when you hear them.

- Think about the language you use in your school or college. Does it play into gendered stereotypes? Are members of staff using phrases such as 'man up' or 'don't be such a girl'? Is language inclusive of non-binary people or are members of staff addressing groups of students using gendered language such as 'boys and girls'?
- Celebrate difference and highlight a range of role models, including trans role models and people who challenge gender stereotypes.
- Give students opportunities to learn what it means to be trans and to understand that being trans is just another way to be human. In primary school, this might be as simple as a discussion about trans people being given the wrong label at birth.
- Introduce yourself at the start of the year using your pronouns and encourage students to do the same.
- When teaching about pronouns, be inclusive of non-binary people by teaching about gender-neutral pronouns too.
- Remove unnecessarily gendered aspects of school life. Consider the times where students are split on gender grounds and ask yourself if it is necessary. For example, if you're lining children up boy, girl, boy, girl, consider what you're trying to achieve. If you're hoping to manage the behaviour of a specific group of students, think about what else could achieve the same aim.

- Have a gender-neutral uniform that students can choose items from. Remember that while many students may prefer to wear trousers, some might wish to wear a skirt.
- Offer staff and students a framework transition care plan to support conversations and planning for the trans person's transition, including reference to uniform and facilities, as well as name and pronoun usage.
- Support trans students and staff by putting them at the centre of decision making in relation to their transition. Ensure that the whole school community respects and uses the trans person's new name and pronouns. See Stonewall's **Supporting trans young people: guidance for schools and colleges** for more information.
- Make sure that trans students and staff are able to access the facilities they feel most comfortable using. For residential schools, this includes being able to sleep in the dormitory that reflects the student's gender identity. It is important to have gender-neutral facilities available for non-binary people or for anyone else that doesn't feel comfortable using gendered facilities. It's important to provide options and work with the student to find an option that works for them and that they feel safe using.
- Trans young people might need extra support with the move to university or into the world of work. Their concerns might include deciding whether to come out in the new setting, making sure their admission or personnel records are correct and fear of discrimination.

Stonewall's Gender in the Classroom course will give you the skills, tools and confidence to challenge gender stereotypes in school. Our one-day course will help you understand how pupils are affected by gendered expectations and stereotypes, explain how to make positive changes in your schools, and empower you to pass on this learning to your colleagues. Visit [stonewall.org.uk/gender-classroom](https://www.stonewall.org.uk/gender-classroom) for more information and to book your place.

It's important to be inclusive of non-binary people when you collect gender-related information. One way of doing this is to ask:

What is your gender?

Male

Female

Non-binary

I identify in a different way (please specify) _____

A SECONDARY SCHOOL, EAST ANGLIA

This secondary school has a gender-neutral uniform policy, gender-neutral toilets and an anti-bullying policy that refers specifically to trans and non-binary students. The school's trans inclusion work has placed particular emphasis on student voice. The school's Equality and Diversity group, SHIELD, puts members who are transitioning or identify as non-binary in touch with other students who are further along in their transition, so that they have peers to talk to and to answer their questions. This is arranged with each student's consent and they meet up at SHIELD meetings or, if this is too public, they use form time to buddy up in the library.

In a private space, SHIELD members complete a gender passport in a one-to-one session with a dedicated staff member. Students are asked to tick boxes on 'information I'd like others to know', which includes details like their pronouns and who they are out to.

Out and confident transgender students are encouraged to speak in assemblies about their experiences and how others can help.

A METHODIST PRIMARY SCHOOL, NORTH WEST

This Methodist primary school bolstered its commitment to LGBT inclusion by removing gendered behaviours, like asking children to line up in 'boys' and 'girls' queues or stipulating gender-specific school uniform items, and building new, gender-neutral toilets. New books, Stonewall lesson plans, assemblies and a 'Diversity Week' which looked at challenging stereotypes were supplemented by 'Be You' discussion groups and a visit from a local LGBT support group.

An LGBT-inclusive curriculum and a curriculum that challenges gender stereotypes is an important part of your whole-school or whole-college approach to tackling homophobic, biphobia, transphobia and sexism.

When schools or colleges don't represent LGBT people in the curriculum, they send the message that LGBT people are not to be spoken about. This can give students the impression that there's something wrong with being LGBT or being part of an LGBT family. To be properly prepared for life in a diverse society, everyone needs to develop an understanding of difference and of the importance of treating others with respect. Seeing different families, LGBT role models and people with different gender identities and expressions within the school curriculum helps students understand that LGBT people are a usual and valuable part of our society. As well as preventing homophobic, biphobic and transphobic bullying, this approach promotes the well-being of LGBT students and students with LGBT family members. Allowing these students to see themselves and their families represented within the curriculum supports schools in providing equality of opportunity.

LGBT students are less likely to experience homophobic, biphobic and transphobic bullying in schools and colleges where there are opportunities to learn about LGBT issues. LGBT students in these settings are also more likely to report feeling safe, welcome and happy. Ofsted check whether learning across the curriculum supports students' personal development. In particular, they look to see that their learning prepares them for life in a way that helps them to respect people from all of the different protected characteristics of the *Equality Act (2010)*.

Creating a curriculum which is LGBT inclusive and which challenges gender stereotypes need not be an enormous task. Start by looking at what forms a natural fit within your existing medium- and long-term plans. Encourage cross-departmental or year group collaboration to make the task easier to manage. Give your students a role in making your curriculum more inclusive – they can offer useful insight into what they need to learn and how they like to learn. The opportunity to take a lead on some aspects of your anti-bullying or LGBT-inclusive work will feel incredibly empowering for many students.

Look for opportunities to celebrate specific events as a whole school or college. In particular, keep an eye out for LGBT History Month, International Women's Day, International Day of Non-binary Visibility, Bi Visibility Day and Trans Day of Visibility.

Be sure to celebrate students' work on LGBT themes and on challenging gender stereotypes by putting it on display for the rest of the school or college to see.

PRIMARY SCHOOLS

There are lots of creative ways to make your whole primary curriculum LGBT inclusive and challenge gender stereotypes.

You could:

- Start with a book with LGBT characters or with characters who challenge gender stereotypes. Build a literacy topic around it.
- Consider teaching about 'they'/ 'them' as a gender-neutral pronoun.
- Include LGBT visibility in the scenarios and word problems you use in maths, science and other subjects. For example: '*Jamal goes shopping with his mums. They spend £14.98 on food – how much change do they get from a £20 note?*'
- Make sure that your teaching resources reflect different families and people with different gender expressions. Challenge gender stereotypes with the images that you choose to use.
- Celebrate LGBT artists, musicians, sports people and other role models. Talk about their lives and work, including the fact that they are LGBT. Make sure that you highlight a diverse range of role models, including disabled LGBT role models, LGBT role models of faith and BAME role models.
- Celebrate people that have challenged gender stereotypes and use these role models as an opportunity to talk about and challenge gender stereotyping.
- Make sure you talk about different families, including LGBT families, in RSE and/or PSHE lessons.
- Talk about homophobic, biphobic, transphobic and sexist bullying and explain why it is wrong.

For more curriculum ideas, have a look at our [Creating an LGBT-inclusive primary curriculum](#) resource.

SECONDARY SCHOOLS AND COLLEGES

By starting with what you're already teaching and looking for natural links, it's easy to start making a secondary school or college curriculum LGBT inclusive whilst also challenging gender stereotypes.

You could:

- Explore the gender-based stereotypes relating to subjects such as maths and science, and celebrate role models who are overcoming those stereotypes.
- Highlight LGBT role models in different subjects – for example, learn about the life and work of Frida Kahlo in art. Make sure that you highlight a diverse range of role models, including disabled LGBT role models, LGBT role models of faith and BAME role models.
- Use statistics on LGBT people as a basis for maths or geography questions.
- Use writing on LGBT topics or that challenges gender stereotypes as a basis for discussion or for practising basic skills.
- Choose stimulus material with an LGBT theme or a theme that challenges gender stereotypes and use it as a focus for creative work in English, Art, Music, Drama or Dance.
- Make sure that your teaching resources reflect LGBT people and people with different gender expressions. Challenge gender stereotypes with the images that you choose to use.

- Discuss the damaging nature of gender stereotypes and sexism.
- Talk about homophobic, biphobic, transphobic and sexist bullying and explain why it is wrong.
- Ensure that students see different types of relationship, including same-sex relationships, reflected when learning about healthy relationships.

For more curriculum ideas, have a look at [Creating an LGBT-inclusive curriculum: a guide for secondary schools](#).

SPECIAL SCHOOLS AND SETTINGS

While many of the suggestions for mainstream primary schools, secondary schools and colleges apply to special schools and settings, slightly different or adapted approaches might be needed for your setting.

We've got eight top tips for LGBT inclusion in special schools and settings:

1. Don't assume that it is obvious that a role model is LGBT – you might need to explain this to your students.
2. Talk to your students about gender stereotypes. Don't assume that they have made inferences through activities you have completed or the displays around school.

3. When you show LGBT role models, make sure you include some disabled LGBT role models.

4. If your students are literal thinkers, make sure that you use books and resources that focus on people, rather than animals. For example, use the book *King and King* rather than *And Tango Makes Three*.

5. Use concrete examples when you're talking about what it means to be trans. For example, use the life stories of different trans people to support students' understanding. Remember to use the example of a trans man, a trans woman and a non-binary person to help overcome potential misconceptions.

6. Use a wide range of images to support students' understanding. For example, make sure that any photos of lesbians include women with short hair as well as long hair, women of colour and disabled women.

7. Be confident in using the signs and symbols for lesbian, gay, bi, trans and non-binary. For schools, colleges and settings that offer symbol supported communication, Widget symbols are now available for these key words.

8. Ensure that the whole school or setting is consistently using the same signs and symbols for vocabulary related to LGBT people and themes.

ARE YOU FORGETTING ANYONE?

Some parts of the LGBT community are often under-represented in schools, colleges and wider society despite being at disproportionate risk of discrimination. Stonewall's *LGBT in Britain: University Report (2018)* found that **51 per cent of disabled students, 48 per cent of black, Asian and minority ethnic (BAME) LGBT students, 46 per cent of LGBT students of faith and 47 per cent of bi students hid or disguised their LGBT identity at university because of their fears around discrimination.** Of the non-binary students surveyed for the report, **24 per cent reported not feeling able to wear clothes representing their gender expression at university, compared to three per cent of LGB students and 16 per cent of binary trans students.**

Schools and colleges have an important role to play in raising the visibility of and celebrating all parts of the LGBT community, as well as in giving all students role models they can relate to. This is why we ask schools applying for the Stonewall Silver Award to show that students have learned about diversity within LGBT communities.

To make sure you're being as inclusive as you could be, we suggest running an audit of your curriculum and resources. Check that you:

1. Have books in your library that include bi characters, non-binary characters, disabled LGBT people, LGBT people of faith, BAME LGBT people.

2. Use your curriculum and displays to provide students with a diverse range of LGBT role models, including bi people, non-binary people, disabled LGBT people, LGBT people of faith and BAME LGBT people.
3. Make reference to bi people in PSHE and RSE and raise awareness of biphobia.
4. Challenge negative stereotypes about people of all sexual orientations, genders, faiths, races and abilities.
5. Discuss the unique challenges and experiences of bi people and non-binary people.
6. Avoid making assumptions about students, members of staff, parents and carers. For example, do not assume that a man in a same-sex relationship is gay rather than bi.
7. Use language that includes non-binary identities and make sure policies and forms are non-binary inclusive too.

Non-binary erasure – when other people's assumptions about a non-binary person's gender identity lead them to disregard the fact that the person is non-binary. Bi erasure – when other people's assumptions about a bi person's sexual orientation lead them to disregard the fact that the person is bi.

A SPECIAL SCHOOL, SOUTH EAST

The RSE team at this special school work with the school's teachers and therapists to make sure that work within their subjects is LGBT inclusive. This has included training staff to ensure that they are confident to talk to students about LGBT identities and issues. Staff at this school understand the importance of this work and have taken on the challenge of creating new types of activity for the students.

On a recent RSE day, a group of secondary students preformed a short play called 'Different Families' for an audience of primary students from the school. Another assembly featured a slide on 'people you may know from the LGBT community' (which included some staff members) to again reinforce that LGBT people are a normal part of everyday life. With LGBT visibility embedded across the curriculum, students are more able to access learning around LGBT themes. As a result of the school's approach to LGBT inclusion, students are a lot more accepting.

AN FE COLLEGE, EASTERN ENGLAND

This college managed to include LGBT themes in lessons in several ways. These have included discussion topics, surveys, photos and case studies in the context of different subject areas. Teachers also use naturally occurring opportunities to discuss LGBT themes linked to topical news or students' questions.

Subject-specific projects are designed to challenge stereotypes and promote positive attitudes towards LGBT diversity. Performing Arts students created an interactive arts installation called 'The elephant in the closet' that explored the difficulties individuals may face when they decide to 'come out'. The installation was visited by students, staff, family and friends, and people from the wider community. Sport students investigated gender stereotypes and their impact on different sports; ESOL students did a research project on LGBT+ issues; Performing Arts students did a production of Macbeth where the gender roles were switched; Media students created podcasts which explored the use of sexuality and gender in media products.

WORKING WITH PARENTS AND CARERS

It is essential to communicate your whole-school approach to LGBT inclusion with parents and carers. You should also let them know about your firm commitment to challenging gender stereotypes and sexism in line with your broader equality work.

10 tips for working with parents and carers on LGBT inclusion:

1. Communicate your school's commitment to LGBT inclusion and tackling gender stereotypes through your website, social media and newsletters. Share information about your LGBT-inclusive curriculum and celebrate students' work.
2. Explain the importance of this work to them by sharing statistics from the Stonewall School Report (2017).
3. Be clear that LGBT-inclusive work and work that tackles gender stereotypes will benefit all students. Parents and carers don't want their child to be bullied or to be a bully.
4. Share the importance of preparing students for life in a diverse society, where they will need to be able to get on with a wide range of people – including LGBT people.
5. Tell parents and carers about your legal obligations under the Equality Act (2010) and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019).
6. Share information from the Ofsted, ISI and SIAMS guidance for schools and colleges.
6. Involve members of the local community in your work. If you're a faith school or college or if you work in a faith majority area, talk to your local faith leaders about the importance of this work. Support from community and faith leaders can offer reassurance to some parents or carers.
7. Involve parents and carers when you review your policies and share new policies with them. Make sure that your policies are available on your website.
8. Use your home-school agreement to outline your firm stance against homophobic, biphobic, transphobic and sexist language and bullying.
9. Invite parents and carers in to school or college to look at your inclusive books and resources and to see their child's work.
10. Invite any parents or carers with concerns to discuss them with you in person. Discuss what their concerns are, reassure them and dispel any myths or misunderstandings. When you do this, be sure to maintain the confidentiality of any LGBT students or staff. While parents or carers are welcome to discuss school or college policies, they are not entitled to discuss individual members of the school community if they are not their child.

A C OF E PRIMARY SCHOOL, SOUTH EAST

With a relatively low number of pupils, this small school took an alternative route to listening to students' voices and created a School Parliament. Meeting around twelve times a year, it involves the whole school working in their social house teams, where students answer questions on big issues suggested by their peers as well as by their teachers. Two Pupil Parliaments explored issues around equality, including uniform, fair and equal society, and respect. These discussions led to key decisions, making the children instrumental in creating change in the school's policies and everyday life.

This work resulted in an equality statement which was published for parents and the wider community using the school's website. The work also drove activities during Anti-Bullying Week, the theme for which was 'All Different – All Equal'. Pupils demonstrated that it was OK to be different by coming to school wearing odd socks.

A few of the parents found it difficult to understand why the work was important, but ultimately they realised that their fears were misplaced and became ambassadors for the work, leading smaller working parties. The children took home positive messages to their parents, who in turn saw the pride their children took in the work, and this shifted the parents' focus.

C OF E PRIMARY SCHOOL, NORTH YORKSHIRE

This school's LGBT-inclusive work is discussed with parents and carers. Very few individuals expressed concerns, but the school was able to remind them that the work is mainly about embracing inclusion and diversity. The school was able to reassure parents and carers that the focus is on acceptance and difference rather than 'the mechanics' and that all teaching was done in an age-appropriate way. All pupils, staff, school council and governors attended the activities around International Day Against Homophobia, Biphobia and Transphobia and all their work on diversity is shared with the local press and on Facebook.

INDIVIDUAL SUPPORT FOR LGBT STUDENTS

Although not all LGBT students will want or need additional support, it's important to be there for those that do.

Be sure to:

- Remember that a person's LGBT identity should not be shared without their consent. The only exception to this is if there is a safeguarding concern.
- Remember that being LGBT is not in itself a safeguarding issue, but other people's reactions to an LGBT student might be.
- Encourage the student to be positive about who they are.
- Let the student know what support is available to them at school or college and ask them what support they'd like. This might be support with talking to their parents/carers, making sure they can access facilities they feel comfortable with, or helping make changes with the name and pronouns that you use for them.
- Give your LGBT students opportunities to be involved in your LGBT-inclusive work. Look at **Student voice: setting up a student LGBT group in secondary schools & colleges** for more information and ideas.
- Enable LGBT students to access peer support through a student LGBT group.

- Signpost students to safe and reliable sources of information and support. Some students with SEND might need you to support them in accessing this information in a way that meets their needs.

For students with communication difficulties, base your understanding of their identity and preferences on their behaviour and be led by them.

Read **An introduction to supporting LGBT children and young people** for more detailed information on supporting LGBT children and young people.

SIGNPOSTING

Ask your school council or LGBT group to help you with signposting to services. They will be able to tell you what services they would like information about and how they'd like to find out about them.

It's important that LGBT students and their parents and carers know that they can seek support and information outside school or college. It's a good idea to have a signposting section on your website as well as on a display in your school and/or college. There are more organisations than we could possibly list, but some organisations you should consider signposting to are:

LOCAL LGBT YOUTH GROUPS. Take a look at Stonewall's **What's In My Area** for more information.

STONEWALL'S INFORMATION SERVICE – call us on 0800 0502020.

BI COMMUNITY NEWS – a news website for the bi community, which also includes a guide for people who are newly exploring or questioning their bi identity.

BRITISH ASIAN LGBTI – an organisation providing support and information for the British Asian LGBTI community.

DIVERSE CHURCH – an organisation providing support and information to LGBT Christians.

FFLAG – a national voluntary organisation offering support to parents and carers with LGBT children or family members.

GENDERED INTELLIGENCE – an organisation which offers information and support to trans children and young people.

HIDAYAH – an organisation providing support and information for LGBTIQ+ Muslims.

HOUSE OF RAINBOW – an organisation which supports BAME LGBTIQ+ individuals and LGBTIQ+ people of faith.

IMAAAN – an organisation providing support and information for LGBTQ Muslims.

KESHET – an organisation that works across the Jewish community to ensure that no one has to choose between their LGBT+ and Jewish identity.

MERMAIDS – an organisation which offers information and support to trans children, young people and their families.

ONE BODY, ONE FAITH – an organisation providing support and information to LGBT Christians.

QUEST – an organisation providing support and information to LGBT Catholics.

RAINBOW NOIR – a group established for and by queer people of colour in Manchester.

REGARD – a national organisation of LGBTQ people who identify as disabled.

SARBAT LGBT SIKHS – a social support group for LGBT Sikhs.

UK BLACK PRIDE – the organisation which arranges the annual UK Black Pride event. Their website and social networks also shares news and information.

Please note that many of the organisations listed above are volunteer-led, so they might not always be able to get back to you or your young people straightaway.

APPENDIX: POLICY AUDIT

Use our policy audit tool to identify the additional steps you need to take to make your policies LGBT-inclusive. Please note that this audit tool has an LGBT-specific focus and should be used in conjunction with the relevant statutory guidance to ensure your policy is comprehensive.

ALL POLICIES

Item	Included?	Further actions
School, college or setting values make reference to celebrating diversity and treating others with respect, including on the basis of the protected characteristics under the Equality Act 2010.		
All policies refer to the school, college or setting's values and ethos, and how the policy aligns with these.		
If you make significant changes to policies, you have carried out an Equality Impact Assessment.		
A broad range of learners have been meaningfully involved in the development of the policy.		
Governors have been meaningfully involved in the development of the policy.		
Parents and carers have been meaningfully involved in the development of the policy.		
Staff have been meaningfully involved in the development of the policy.		
All policies avoid any unnecessary uses of gendered language (for example, it is unnecessary to say "boys and girls" when referring to learners of all genders, you could instead say "learners").		
Guidance on confidentiality (for example your Data Protection policy, Safeguarding policy, Equality Policy etc) makes it clear that LGBT learners have the right to privacy related to their LGBT identity (except when a young person is at significant risk of harm).		
Policies make all staff are aware of importance of maintaining the privacy of information relating to a trans person's trans status, including how this relates to data protection regulations (you may require external guidance from the Local Authority or MAT on complying with GDPR).		
Staff policies explicitly recognise that some staff will be LGBT, and are LGBT-inclusive (for example, parental leave policy, transition checklist/policy).		

ANTI-BULLYING POLICY

Item	Included?	Further actions
It explicitly mentions all the protected characteristics in the Equality Act 2010.		
It explains what homophobic, biphobic and transphobic language and bullying is, along with explanations of other prejudice-based language and bullying (for example sexist or racist language and bullying).		
It states that homophobic, biphobic and transphobic bullying and language are unacceptable.		
It details a number of ways for learners to report bullying (for example a worry box, an e-mail address etc).		
It is clear that all staff (teaching and non-teaching) are expected to challenge all forms of prejudiced language and bullying.		
There are details of how incidents of homophobic, biphobic, and transphobic bullying are logged and monitored, along with all prejudice-based bullying (for example sexist and racist bullying). There are distinct categories for each type (homophobia, biphobia, transphobia).		
Governors monitor rates of homophobic, biphobic and transphobic bullying, along with other prejudice-based bullying (for example sexist or racist bullying).		
There is a named anti-bullying governor.		
The policy review cycle includes a regular staff and learner survey.		
There are details of the proactive steps you are taking to promote staff, parent and pupil awareness of the policy, and prevent homophobic, biphobic and transphobic bullying (for example an LGBT-inclusive curriculum, anti-bullying assemblies, anti-bullying ambassadors).		
The policy refers to the specific online safety risks and vulnerabilities experienced by LGBT children and young people, and this is also referred to in the online safety policy.		
There is a learner-friendly version of the anti-bullying policy, including adapted versions for learners with SEND.		

APPENDIX: POLICY AUDIT

CURRICULUM POLICY

Item	Included?	Further actions
It states that the curriculum will help learners to respect, understand and value diversity.		
It highlights the importance of challenging gender stereotypes, and it states that the curriculum will include opportunities to challenge gender stereotypes and gives examples of what that could include.		
It states that the curriculum will be LGBT-inclusive, with LGBT families, people and relationships integrated throughout. It provides examples of how this will be implemented (for more information, see <i>Creating an LGBT Inclusive Primary Curriculum</i> and <i>Creating an LGBT Inclusive Secondary Curriculum</i>).		
It highlights the importance of including a diverse range of visible lesbian, gay, bi and trans role models throughout the curriculum, including the need to profile LGBT people with multiple protected characteristics (such as BAME LGBT role models, LGBT role models of faith and disabled LGBT role models).		

DRESS CODE/UNIFORM POLICY

Item	Included?	Further actions
All learners may wear any item from the school uniform list.		
Policy statements around makeup, haircuts and jewellery are inclusive of people of all genders (for example, 'students with long hair must tie it back').		
The policy avoids unnecessary uses of gendered language or pictures.		

EQUALITIES POLICY

Item	Included?	Further actions
It includes all the protected characteristics in the Equality Act 2010. These are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.		
It states the steps you will take to develop a culture of inclusivity. This could include the anti-bullying approach, the whole school ethos, the inclusive nature of the curriculum, etc.		
There is acknowledgement that there could be LGBT learners, staff, parents/carers and governors in the school, college or setting.		
It states how LGBT learners will be supported, for example highlighting the LGBT-inclusive curriculum as well as pastoral support, peer group support and facilities available.		
The policy details the steps that will be taken to support trans staff and trans learners, or signposts to a policy or checklist that does.		
In line with the Public Sector Equality Duty, there is one or more equality objective (for example, 'We will monitor rates of homophobic bullying using an annual anonymous survey, with an aim to reducing experienced bullying by 50 per cent').		

APPENDIX: POLICY AUDIT

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

This section should be read in conjunction with the Statutory Guidance on Relationships, Sex and Health Education (RSHE), which includes guidance on developing a policy. While sixth-form and FE colleges are not legally required to deliver RSHE, the government recommends that they do.

Item	Included?	Further actions
It explains how the policy meets the requirements of the Equality Act 2010 and, if you are a publicly-funded school, the Public Sector Equality Duty.	○○○	
It states that learners will be taught about the importance of respecting others, including in relation to the protected characteristics of the Equality Act.	○○○	
It sets out how the RSHE curriculum will be delivered in a way that is inclusive of learners across all protected characteristics, including LGBT learners and learners with LGBT families.	○○○	
It states that staff should avoid making assumptions about learners' sexual or romantic orientations, or trans status, and should seek to use gender neutral language such as 'partner' or 'parents' where relevant.	○○○	
It states that learners of all genders will be taught the full content of the school's RSHE curriculum.	○○○	
It highlights the importance of challenging gender stereotypes and about the impact of gender stereotypes.	○○○	
It highlights the importance of challenging stereotypes about LGBT people and about the impact of these, as well as doing the same for the other protected characteristics.	○○○	
Where sex education is taught, the policy states that sex education (including teaching on safe sex) will be LGBT-inclusive and explains how it will be LGBT-inclusive.	○○○	
It states that all learners will learn about a range of gender identities, including learning about trans identities in a timely manner.	○○○	
It states that inclusive language will be used when discussing bodies and puberty.	○○○	
It highlights the importance of LGBT-inclusive RSHE.	○○○	
It states that all learners will learn about different types of family or relationship, including LGBT families/relationships, who will be integrated throughout this teaching.	○○○	
It states that learners will learn about rights and laws in relation to marriage and civil partnership, in a timely manner.	○○○	
The policy signposts to LGBT-inclusive resources and support services.	○○○	

TRANSITION CHECKLIST/POLICY

The transition checklist/policy includes information on...	Included?	Further actions
The requirements of the Equality Act 2010, as well as referring to other relevant policies within the school, college or setting.	○○○	
Arrangements for moving school, college or setting, if the pupil desires (for example Primary to Secondary or Secondary to Post-16).	○○○	
Arrangements for time off for transition-related appointments.	○○○	
Changing rooms, including what options are available, in line with the Equality Act 2010.	○○○	
Communication with parents/carers, with reference to a learner-centred approach. For example, whether the learner would like to you talk to their parents/carers on their behalf or what name the learner would like you to use when talking to their parents/carers.	○○○	
Details of additional support available (for example, mentoring, local trans or LGBT youth group, national organisations such as Mermaids and Gendered Intelligence, organisations for staff such as trade union networks).	○○○	
Information sharing and confidentiality, making reference to the importance of seeking the trans person's consent to share information.	○○○	
Names and pronouns, including how this will be communicated with other members of the school, college or setting community.	○○○	
Ongoing opportunities to 'check-in' and see how things are going with a learner-nominated trusted adult.	○○○	
Arrangements for PE, in line with the Equality Act 2010.	○○○	
Residential trips, in line with the Equality Act 2010, and taking into account additional considerations if the trip is overseas.	○○○	
School information systems, with details on updating gender, name and title(including registers, ID badges and e-mail addresses).	○○○	
The importance of being led by the individual trans child or young person.	○○○	
Toilets, including what options are available and in line with the Equality Act 2010.	○○○	
Uniform or clothing, including when the trans person intends to change their appearance (if relevant to the individual)	○○○	

Consider having a separate transition checklist for staff. You can seek further information on this from your trade union.

ADDITIONAL RESOURCES FROM STONEWALL

You'll find a range of guidance and resources for schools and colleges on our website. In particular, you might wish to look at:

AN INTRODUCTION TO SUPPORTING LGBT CHILDREN AND YOUNG PEOPLE

CELEBRATING BI INCLUSION IN SECONDARY SCHOOLS

CELEBRATING DIFFERENCE AND BUILDING BELONGING: MAKING SURE NON-BINARY STUDENTS FEEL VALUED AT SCHOOL AND COLLEGE

CELEBRATING DIVERSITY THROUGH PUPIL VOICE

COME OUT FUNDRAISING: SCHOOLS GUIDE

CREATING AN LGBT-INCLUSIVE PRIMARY CURRICULUM

CREATING AN LGBT INCLUSIVE CURRICULUM: A GUIDE FOR SECONDARY SCHOOLS

DELIVERING LGBT INCLUSIVE FURTHER EDUCATION

GETTING STARTED TOOLKIT – EARLY YEARS FOUNDATION STAGE

GETTING STARTED TOOLKIT – PRIMARY

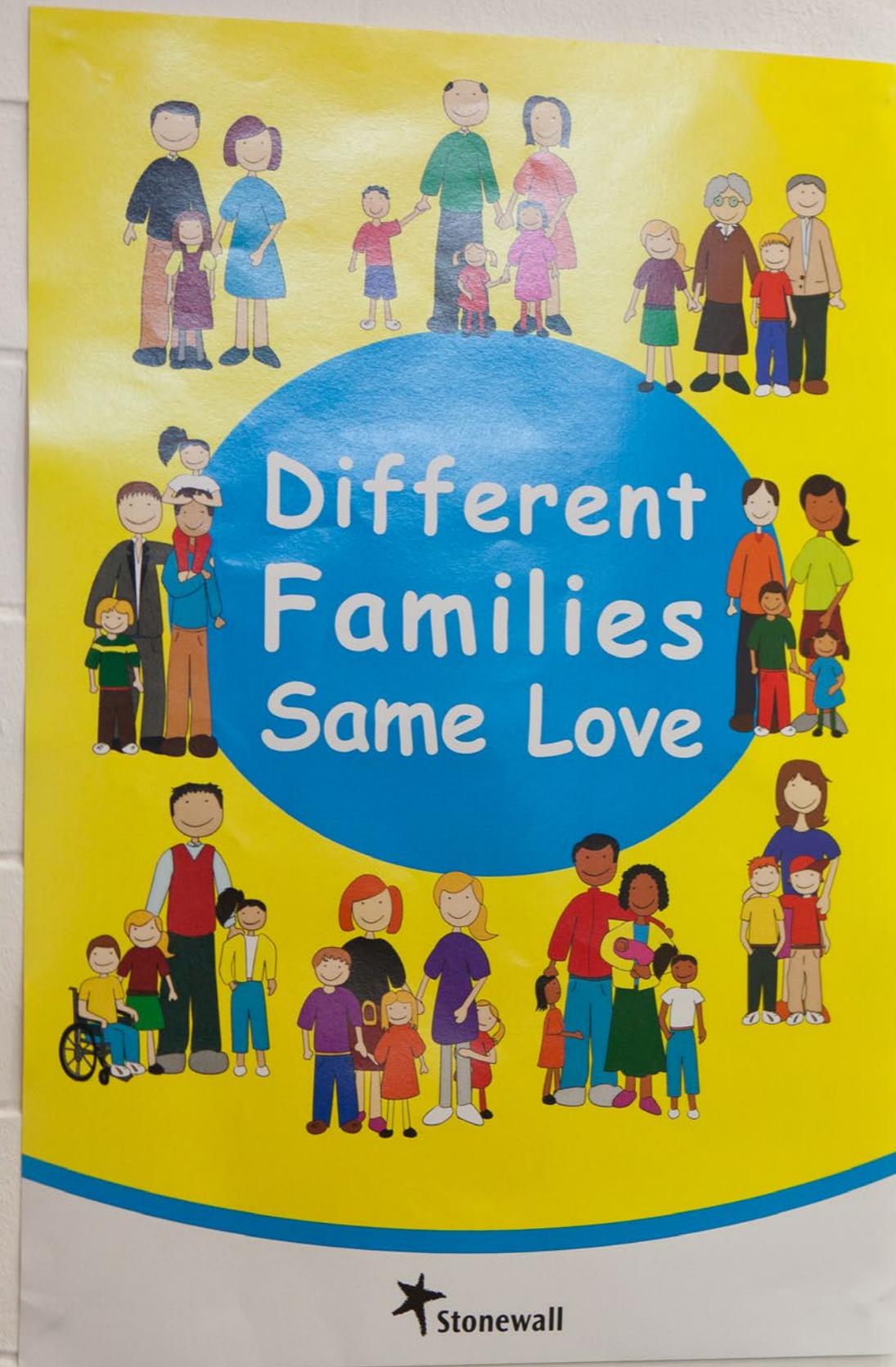
GETTING STARTED TOOLKIT – SECONDARY

PRIMARY BEST PRACTICE

STUDENT VOICE: SETTING UP A STUDENT LGBT GROUP IN SECONDARY SCHOOLS & COLLEGES

SUPPORTING TRANS YOUNG PEOPLE: GUIDANCE FOR SCHOOLS AND COLLEGES

Be sure to look on the Stonewall website to find a growing range of posters depicting LGBT role models, celebrating different families and challenging gender stereotypes.



GLOSSARY

ACE - an umbrella term used to describe a variation in levels of romantic and/or sexual attraction, including a lack of attraction. Ace people may describe themselves using one or more of a wide variety of terms, including, but not limited to, asexual, aromantic, demi and grey-A.

ASEXUAL - Someone who does not experience sexual attraction.

AROMANTIC - Someone who does not experience romantic attraction.

ACEPHOBIA - the fear or dislike of someone who identifies as ace or the mistreatment of that person because of their ace identity or perceived ace identity.

BI - Bi is an umbrella term used to describe an emotional, romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, bi-curious, queer, and other non-monosexual identities.

BIPHOBIA - the fear or dislike of someone who identifies as bi or the mistreatment of that person because of their bi identity or perceived bi identity.

CISGENDER - a word to describe someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people, however cisgender is a more inclusive term.

COMING OUT - when a person first tells someone/others about their identity as lesbian, gay, bisexual or trans.

GAY - refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian.

GENDER DYSPHORIA - used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

GENDER IDENTITY - a person's internal sense of their own gender. This could be male, female, or something else (for example see non-binary below).

GENDER STEREOTYPES - the ways that we expect people to behave in society according to their gender, or what is commonly accepted as 'normal' for someone of that gender.

HOMOPHOBIA - the fear or dislike of someone who identifies as lesbian or gay or the mistreatment of that person because of their sexual orientation or perceived sexual orientation.

HOMOSEXUAL - this might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

LESBIAN - refers to a woman who has an emotional, romantic and/or sexual orientation towards women.

LGBT - the acronym for lesbian, gay, bi and trans.

NON-BINARY - an umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

PRONOUN - words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender-neutral language and use pronouns such as 'they'/'their' and 'ze'/'zir'.

QUEER - a term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT community (racism, sizeism, ableism etc). Although some LGBT people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it.

QUESTIONING - the process of exploring your own sexual orientation and/or gender identity.

SEX - assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'.

SEXISM - the belief that one sex or gender is superior to another, or, actions or attitudes that stereotype, prejudice or discriminate against people based solely on their perceived sex or gender.

SEXUAL ORIENTATION - a person's emotional, romantic and/or sexual attraction to another person.

TRANS - an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.

TRANS BOY/MAN - used to describe someone who was assigned female at birth but identifies as a man.

TRANS GIRL/WOMAN - used to describe someone who was assigned male at birth but identifies as a woman.

TRANSPHOBIA - the fear or dislike of someone who identifies as trans or the mistreatment of that person because of their trans identity or perceived trans identity.

TRANSSEXUAL - this was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

NEXT STEPS IN INCLUSIVE EDUCATION:

CELEBRATING DIFFERENCE AND
DEVELOPING UNDERSTANDING