

FREE TO BE

Resource for Educators

Embedding LGBT+ Equality and
Tackling Homophobic, Biphobic
and Transphobic Bullying
in Primary Schools



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Introducing Free to Be

A Note on Terminology

We are using the acronym LGBT+ throughout this resource. LGBT stands for lesbian, gay, bisexual and transgender. The + signifies other groups of people who align with the LGBT community. There are many other people who fall into this category, sometimes represented by additional letters, for example Q for queer, I for intersex, A for asexual, P for pansexual. By using + we are aiming to be inclusive and not leave anyone out.

A chapter which explores terminology in more depth can be found on page 11.

EqualiTeach is proud to introduce Free to Be, a resource which offers a complete strategy for transforming the whole school environment into a space committed to embedding LGBT+ equality and tackling homophobic, biphobic and transphobic (HBT) bullying.



This resource has been produced as part of a year-long project funded by Government Equalities Office, which has seen EqualiTeach work with 27 primary schools in Greater London. Between April 2019 and March 2020 EqualiTeach worked with schools to equip them with:

- confidence, knowledge and skills to create an inclusive school environment for lesbian, gay, bisexual and transgender (LGBT+) pupils and families, where there is acceptance and safety for all members of the community and where staff, pupils, families and visitors feel safe being open about their sexual orientation and gender identity.
- confidence, knowledge and skills to prevent and tackle homophobic, biphobic and transphobic (HBT) bullying.
- increased understanding about being LGBT+ and the knowledge and skills to create and embed positive changes around inclusivity for LGBT+ people within the school environment for the long-term.

This work included:

- supporting schools to undertake baseline audits and consult and communicate with key stakeholders
- providing advice and guidance to improve policies and procedures
- delivering whole staff training
- working with senior leaders to create action plans to implement changes to the curriculum and school environment

This resource is rooted in the experiences of the schools involved in the project, and provides tried and tested advice for other primary schools who are looking to eliminate HBT bullying and to embed LGBT+ equality throughout the setting in order to create a school where all members of the school community feel safe, included and able to achieve.

How to Use this Resource

The resource provides a step-by-step guide to implement whole school change, and where this is the goal, it is best read from start to finish. However, this resource will also be useful to a wide variety of stakeholders who are interested in particular aspects of LGBT+ equality. For instance, a teacher may want to read about the key legislation that applies to them or access the lesson plans within the teaching and learning section. Each chapter exists as a standalone section and readers may wish to dip in and out to access the required material. Throughout the resource we have signposted readers to the sections that may be of most use to them.



The Need for this Work



The shame I felt from such a young age must have had a major impact on my mental health. School was a horrible time for me, and bulimia and self-harm were my ways of coping.

Olly Alexander, Lead Singer with Years & Years



Despite the great strides that have been made in LGBT+ equality in the UK, there is still much work to be done to combat HBT prejudice and discrimination and create safer, more inclusive spaces for LGBT+ people in all sectors of society. Schools and education settings, especially primary schools, are essential sites to engage with this work as they lay the foundation for young people's formative experiences, shaping attitudes, perspectives and behaviours.

LGBT+ Hate Crime in the UK

LGBT+ people still experience negativity and forms of violence, ranging from verbally abusive comments to discrimination, exclusion and physical attacks. The shocking photographs of the bloodied faces of a lesbian couple attacked on a London bus in May 2019 crystallised this (Holden and Addison, 2019). However, this is just one example of many. In the past year, there has been a 25% rise in homophobic hate crime and a 37% increase in transphobic hate crime in England and Wales (Home Office, 2019). There has been a 22% rise in homophobic hate crime in London, indicating that this is the fastest growing type of hate crime in the capital (Met Police, 2020). In particular, it seems younger LGBT+ people are more at risk, with 53% of 18-24-year old transgender people experiencing a hate incident or crime based on their gender identity (Stonewall, 2018) and younger LGBT+ people tending not to report incidents; only one in five anti-LGBT+ hate crimes are reported (Stonewall, 2017). Therefore, there needs to be a sustained focus on protecting, empowering and supporting young LGBT+ people and those that do not conform to gender stereotypes, and the foundations for this can start at primary school.



HBT Bullying in Schools

However, schools themselves are often places of homophobic, biphobic and transphobic prejudice and bullying. This type of bullying is also often targeted at pupils who do not conform to gender stereotypes (Home Office, 2019). One in three respondents to a National LGBT Survey in 2017 experienced negativity and hostility in an education setting due to them being or being perceived to be LGBT+ (Government Equalities Office, 2018a). LGBT+ pupils are also twice as likely to be the target of bullying in secondary school compared to their heterosexual and cisgender peers (Robinson et al., 2013). The survey further revealed that 19% of respondents experienced verbal harassment due to being LGBT+, mostly from other pupils, but shockingly 9% of cases were committed by teaching staff (Government Equalities Office, 2018b). Worryingly, the most serious incidents in education settings were not reported due to a perception that it would not be dealt with and nothing would change (Government Equalities Office, 2018a).

The effects of these experiences within schools are profound; “this type of bullying has significant effects on educational attainment, truancy and absence levels and emotional wellbeing” (Henderson, 2015; Whittle et al., 2007).

Visibility Matters

It is not just bullying that is negatively impacting the lives of young LGBT+ pupils and those who have gay, lesbian, bisexual or transgender family members. Many report never seeing people like themselves or their family reflected in the school curriculum or environment, which can feel alienating and distressing. Dr. Ronx's motto of “You cannot be, what you do not see” (Ikharria, 2020) illustrates the limitations placed on young people if they do not have diverse role models or ones that they can relate to. Yet schools can be sites that almost exclusively accommodate and are comfortable with heteronormative and cisnormative models of families, identities and relationships (Government Equalities Office, 2018a) and this can be reflected, even unintentionally, in the curriculum, books, language and interactions with staff and peers (Rippon, 2019; Bian et al., 2017; Ofsted, 2011). Pupils' attitudes and perspectives are shaped during this time and can result in those who do not fit these models feeling invisible and less valued. The LGBT Survey found that only 3% of respondents had discussed sexual orientation or gender identity in school (Government Equalities Office, 2018a) and that, of this, only 9% felt it had prepared them well for navigating life as an LGBT+ person. Many respondents wrote that they would have benefitted from having LGBT+-related content in their curriculum, including discussions of sexual orientation and gender identity and learning about LGBT+ history (Government Equalities Office, 2018b). For transgender pupils who transitioned during school, only 36% felt supported in their schools and, in terms of this support, 87% felt their teachers were ill equipped to support them (Government Equalities Office, 2018a).

Working Towards Equality

However, it is no surprise that schools are often ill-prepared for creating an environment that is supportive of LGBT+ people. Whilst teachers are often aware that homophobic language is used by young people and admit to witnessing HBT bullying (seven in ten primary school teachers hear homophobic language within their school setting), 86% have never received any specific training on how to tackle it (Stonewall, 2017). This was confirmed in the staff training EqualiTeach ran as part of the Free to Be project, where many staff observed that they often heard the phrase ‘that’s so gay’ being used as an insult or derogatory term and that most teachers and school staff had never discussed this together before, let alone received training on how to approach it with the young people in their care. In addition, school policies often do not specifically address HBT bullying in the same way as they may racism or sexism, resulting in less reporting of HBT bullying. This ultimately results in a lack of staff awareness of the scale and impact of HBT bullying on pupils as well as a lack of support for targets.

It is clear that work needs to be done in schools to ensure there is acceptance, inclusion, respect and safety for all members of the community, regardless of sexual orientation or gender identity.

Some questions and concerns arising from Free to Be staff training sessions about challenging homophobic language:

'What language do you use with children when talking to them about a LGBT+ (bullying) incident?'

'How do I respond to children if they call a child gay?'

'Help on challenging 'don't scream like a girl'/'you're so gay'

'People find it easier to be openly homophobic than other forms of prejudice – what should we say in response to comments?'



The Legislative Framework

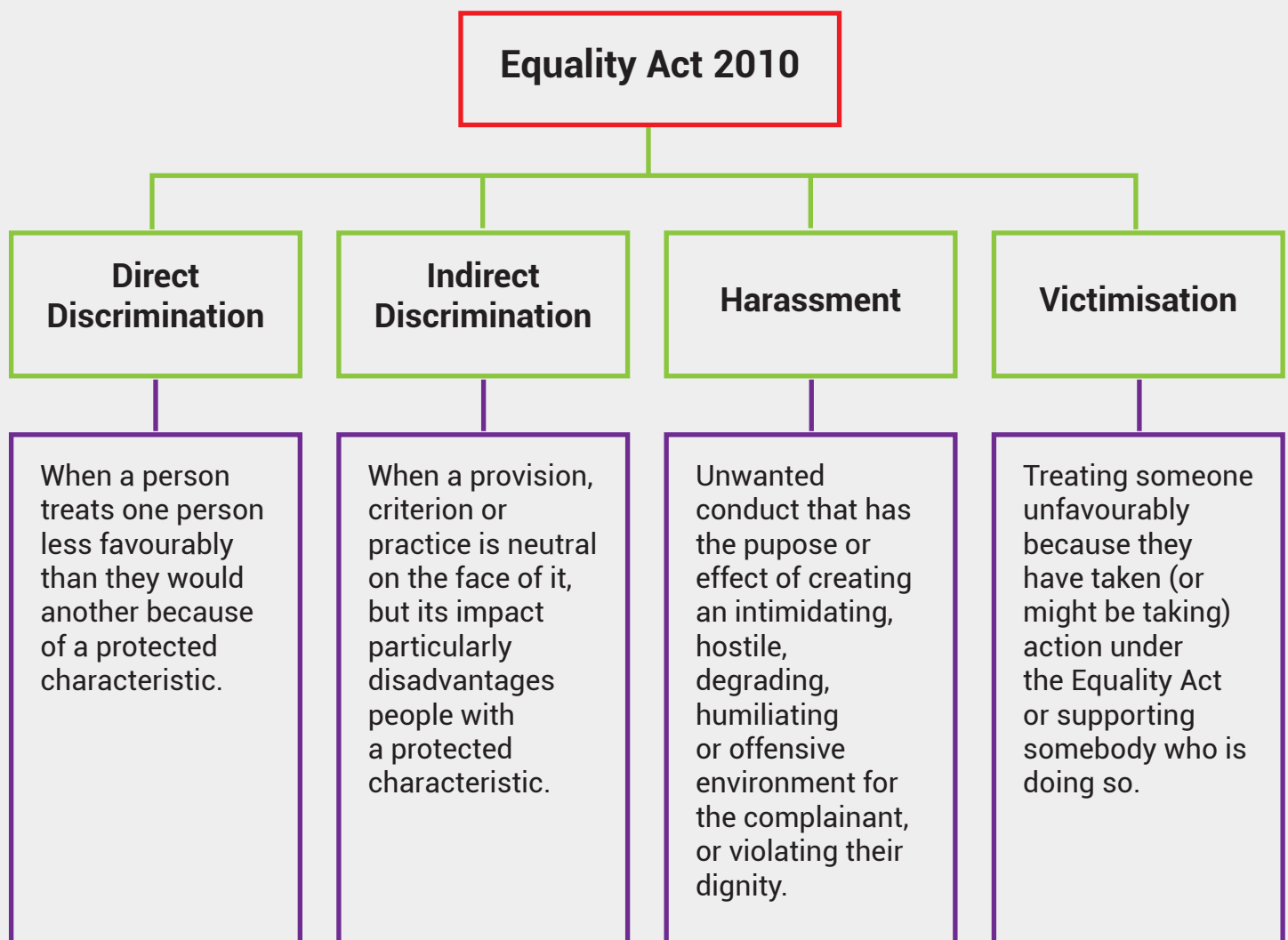
As well as the moral duty to embed LGBT+ equality and tackle HBT bullying, the law places duties on all schools to engage with this work. This section outlines the legal framework which relates to LGBT+ equality.

The Equality Act 2010 is the key piece of legislation pertaining to equality in Great Britain. The Equality Act legislates against discrimination, harassment and victimisation on the basis of nine protected characteristics. These are:

Race, Religion or Belief, Sexual Orientation, Sex, Disability, Age, Gender Reassignment, Pregnancy and Maternity, Marriage and Civil Partnership

The three protected characteristics that this resource is primarily concerned with are sex, sexual orientation and gender reassignment.

Below is an outline of how this Act protects people from four prohibited behaviours:



As well as those who have a particular protected characteristic, the Equality Act 2010 also protects those who are perceived to have a protected characteristic (for example, it is illegal to discriminate against someone because you think that they may be gay) and those who are associated with people who have a protected characteristic (for example, it is illegal to discriminate against someone because their brother is transgender).

The Public Sector Equality Duty is introduced by the Equality Act 2010 and is also known as the 'equality duty' or 'general duty' which those who work in the public sector are required to fulfil. This obligation requires schools to show due regard to the need to:

- eliminate discrimination, victimisation, harassment and any other conduct that is prohibited under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relationships between persons who share a relevant protected characteristic and persons who do not share it.

In practice, this means that schools have a duty to not only protect people when HBT incidents occur but actively seek to make their setting a more equal and inclusive place.

The Children and Social Work Act 2017 sets out that Relationships Education must be provided to pupils of compulsory school age receiving primary education at schools in England. Broadly, Relationships Education should cover:

- safety in forming and maintaining relationships;
- the characteristics of healthy relationships;
- how relationships may affect physical and mental health and wellbeing.

The Statutory RSE Guidance from the Department for Education sets out that primary schools must embed LGBT+ equality into their Relationships Education curriculum and that all pupils must be taught LGBT+ content at a timely point.

Section 175 of the **Education Act 2002**, the **Education (Independent School Standards) Regulations 2014**, and the **Non-Maintained Special Schools (England) Regulations 2015** impose duties on schools to safeguard young people. These duties are brought together in the Department for Education's statutory guidance **Keeping Children Safe in Education**.

This guidance defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

This guidance places responsibility for safeguarding young people (under the age of 18) upon everyone who comes into contact with them. It sets out that all approaches to safeguarding should be child-centred and in the best interests of the child. Every school should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. Any concern for a young person's welfare should be reported to the school's safeguarding lead and in some cases to the police.

Section 78 of the Education Act 2002 requires schools to promote the spiritual, moral, social and cultural development of young people. These four lines of development are generally grouped under the acronym 'SMSC' and schools are permitted to create separate schemes of work to address these areas of learning in addition to the work they embed throughout the whole school setting. SMSC is aimed at helping young people to better understand and develop empathy towards themselves and others and to become responsible, active citizens. The work proposed in this resource helps schools to fulfil this duty.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of schools to promote 'community cohesion'. Ofsted has defined community cohesion as "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

The Ofsted 2019 Inspection Framework makes a number of specific mentions of LGBT+ equality and HBT bullying:

Behaviour and Welfare

- Ofsted will request records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents.

Personal Development of Pupils

- How well schools promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.



Terminology

Being unsure as to the correct terminology to use can be a source of anxiety for those engaging in this work. To help with this, key terms and phrases used in this resource are provided below, which can provide a point of reference to help educators feel confident in embedding LGBT+ equality and tackling HBT bullying.

A general consensus exists as to whether the terms below are acceptable or unacceptable in the UK. Certain individuals may choose to use some terms with reference to themselves in ways which are different to the general consensus and they have a right to do this. However, terms which are deemed to be generally unacceptable should not be used within a workplace or school setting.

All language changes over time. It is important to remain up to date to make sure the most acceptable terms are being used.

Terminology

Asexual	A lack of sexual attraction.
Bisexual/Bi	An emotional, romantic and/or sexual orientation towards both men and women.
Biphobia	A range of negative attitudes, feelings and/or behaviours towards bisexual people or those perceived to be bisexual.
Cisgender	A term used to describe people whose biological sex is aligned with their gender identity. 'Cis-' is a Latin prefix meaning 'on the same side as' and is therefore an antonym of 'trans-.'
Cisnormativity	The sociocultural conditions which allow the belief that being cisgender is the norm and normal and allow transphobic attitudes to exist.
Gay	A man who is emotionally, mentally and/or physically attracted to other men. Also used as a generic term that covers both lesbians and gay men. Some women define themselves as gay rather than lesbian.
Gender	A social construct in that children learn how to behave in a manner typically associated with their sex. This can include roles, clothes, emotional behaviours and interests.
Gender Identity	Someone's innate psychological understanding of themselves as either a man, woman or another identity beyond the man-woman binary. A person's gender identity may or may not align with their biological sex.
Gender Non-Conforming	A term used by people whose gender expression is different from stereotypical expectations of masculinity and femininity. Not all gender non-conforming people are transgender.

Heteronormativity	The sociocultural conditions that allow heterosexist and/or homophobic attitudes to exist.
Heterosexism	The belief that heterosexuality is normal and the norm.
Homophobia	A range of negative attitudes, feelings and/or behaviours towards gay people or those perceived to be gay.
Homophobic, biphobic or transphobic Incident	The Crown Prosecution Service and National Police Chiefs' Council agreed definition is "Any incident/crime which is perceived by the victim or any other person, to be motivated by hostility or prejudice towards a person because of their sexual orientation or transgender identity or perceived sexual orientation or transgender identity."
Intersex	Where a person is born with a combination of male and female biological characteristics, such as hormones, chromosomes and/or genitalia.
Lesbian	A woman who is mentally, emotionally and physically attracted to other women.
LGBT+	An acronym used to describe lesbian, gay, bisexual and transgender people. The + signifies other groups of people who align with the LGBT community, sometimes represented by additional letters: Q for queer, I for intersex, A for asexual, P for pansexual.
Non-Binary	A term used by some people who experience their gender identity as falling outside the categories of 'man' and 'woman'. Some may define their gender identity as falling somewhere in between man and woman, as a combination of both or as wholly different from these terms.
Pansexual	An emotional, romantic and/or sexual orientation towards all genders.
Queer	A term historically used as a slur against LGBT+ people, however; it has been reclaimed as a term used by those wanting to reject specific labels of sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT+ community, such as racism and ableism. It is also used in academic studies. However, it is still perceived as a slur by some and should be used with caution by those who are not part of the community.
Sexual Orientation	A term to describe who you are emotionally, mentally and physically attracted to based on their sex/gender in relation to your own. It is inappropriate to use the term 'sexual preference' as sexual orientation is not a choice.
Transgender	An umbrella term for people whose gender identity differs from their biological sex.

Transphobia

A range of negative attitudes, feelings and/or behaviours towards transgender people or people perceived to be transgender.

Transition

The process of changing one's gender and/or biological sex to align with one's gender identity. Transitioning can be a complex process that occurs over a long period of time. Transitioning can include some or all of the following personal, medical and legal steps: telling one's family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one's name and/or sex on legal documents; hormone therapy; and one or more types of surgery. The exact steps involved in transition vary from person to person.

Using Pronouns

People should always be referred to by the pronoun which matches their gender identity. Traditionally, this has been limited to the binary 'she/her' and 'he/him', but some people are more comfortable using gender-neutral pronouns such as 'they/their' or 'ze/zir'. Consistently using pronouns that make an individual feel uncomfortable and do not reflect their gender identity could be deemed harassment and contravene the Equality Act 2010 (see page 8). Therefore, it is always important to let individuals guide the way when using pronouns to describe themselves and all staff should respect these. If in doubt, ask an individual which pronoun they prefer to use. If it feels uncomfortable to ask, someone can start by introducing their own pronouns, and if a mistake is made, apologise and provide assurance that this won't happen next time. If there are non-binary children or members of staff, make sure that their pronouns are conveyed to new teachers/supply staff.



Step 1: Preparing to Undertake this Work

This section outlines the key considerations that each school must take into account before embarking on their journey to becoming a more LGBT+ inclusive setting. It includes practical guidance on getting started, actions to avoid and an audit to enable educators to complete a baseline assessment of their setting.



Barriers

"I'm not comfortable talking about these issues with primary pupils, they are too young"

Embedding LGBT+ equality and tackling HBT bullying means talking about relationships, families, love, identity and rights, not sex.

Evidence shows that children as young as three can be aware of and talk about their gender identity (Olson et al., 2015) and many people are aware of their sexual orientation whilst still in primary school. Other primary pupils may not yet be aware of their own sexual orientation or gender identity, but many will have LGBT+ family members and friends, be aware of LGBT+ people from TV shows, films and books, and see LGBT+ people in their local community. School provides a structured environment where young people can learn about themselves, the world around them and how to celebrate difference and treat others with respect.

Further, this work is not just about being inclusive of young people who are LGBT+ but is about protecting all pupils. HBT bullying is often targeted at young people who do not fit gender stereotypes, regardless of their actual sexual orientation or gender identity. Work on embedding LGBT+ equality and tackling HBT bullying will help schools create a setting that is safe, welcoming and inclusive of all young people and allows young people to be free to explore their interests and be themselves.

"I'm worried about being seen as promoting being gay or transgender"

It is not possible to promote a sexual orientation or gender identity. These are a core part of a person's identity and are not decisions taken.

However, sometimes, if the person undertaking the work is LGBT+ themselves, people can accuse them of pushing their own agenda, which can feel hurtful and disempowering. Therefore, it is really important that there is a joint message from the top of the school that embedding LGBT+ equality is something that the school as a whole believes in. Having a working group made up of different members of the school community, driving the work forward can help with this.

Some can be hesitant to do work on embedding LGBT+ equality and tackling HBT bullying due to a piece of legislation known as Section 28. Established in 1988 as part of the Local Government Act, this legislation outlawed the 'promotion of homosexuality' by Local Authorities. This marked a real setback for LGBT+ rights within the UK and left many young people vulnerable. However, this law was repealed in 2000 in Scotland and in 2003 across the rest of the UK. Instead, more recent legislation (see page 8) is now in place to ensure that schools are both protecting young LGBT+ people and staff from harm and that LGBT+ families and individuals are fairly represented in schools.

“I’m worried about the reactions of parents and carers”

Some schools may find that when embarking on this work there is initial resistance from a minority of the wider school community. However, there are simple things a school can do to help get people on-board. The key thing is to be open and transparent about the work and respond to concerns that might be expressed.

Some schools are worried about communicating the work and so press on with implementing change without informing parents and carers. However, this can lead to a backlash when young people go home and talk about what they have learnt and can lead to the perception that the school is being underhand.

Often parents and carers object when there are misunderstandings about what this work actually entails, but when people understand that this work is about helping young people to understand difference and respect each other, keeping young people safe and making everyone feel welcome they often come on-board. It is also worth remembering, however, that the need for this work is written into law and that however much some parents and carers may object, this work is both a moral and legal duty.

There is more information about how to work with parents and carers on page 17.

“How do I balance rights around religion and sexual orientation?”

A person is fully entitled to their own personal beliefs. However, no religion condones bullying or harassment. If beliefs are expressed in a way that involves criticising, harassing or berating a particular pupil or group of pupils, this is unacceptable and would be a contravention of the Equality Act 2010 and schools' duties to safeguard young people.

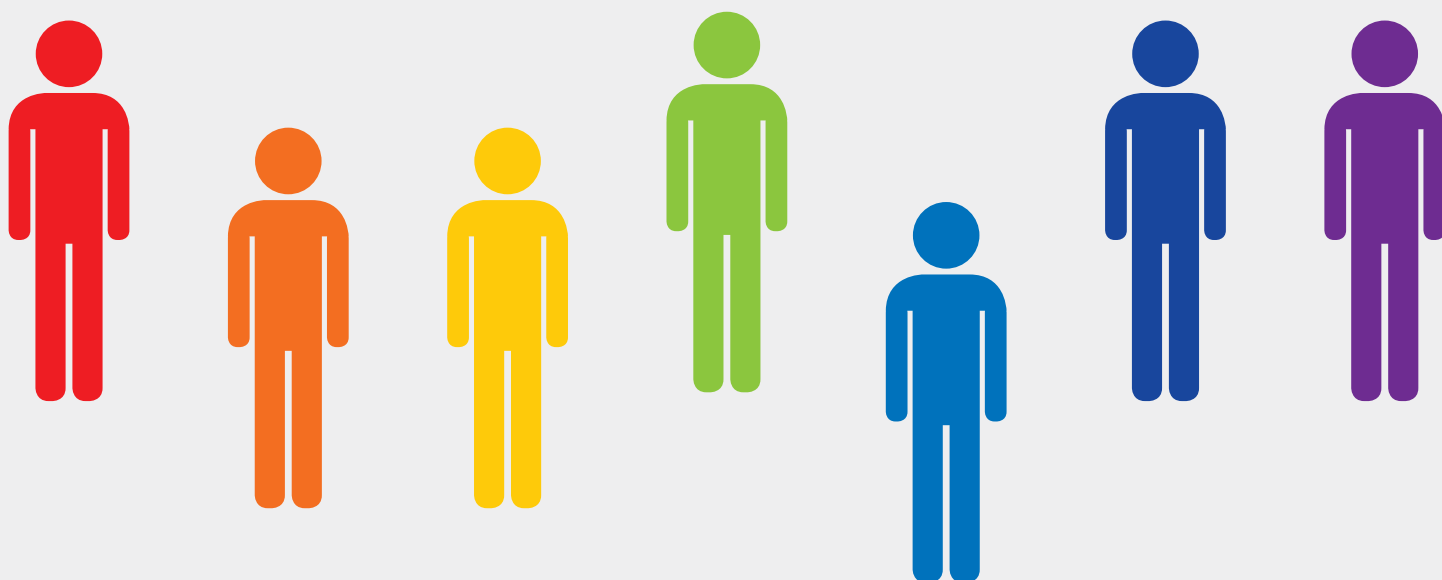
Creating a school environment where LGBT+ pupils, staff and families are included and safe from harassment is not privileging LGBT+ rights over religious rights. The school has an equal duty to create an environment where religious pupils, staff and families are included and safe from harassment.

Several religious institutions have produced guidance for schools which may be useful:

[**Valuing All God's Children Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying**](#)

[**Made in God's image Challenging homophobic and biphobic bullying in Catholic schools**](#)

[**The Wellbeing of LGBT+ Pupils A Guide for Orthodox Jewish Schools**](#)



Starting Points

Before beginning to implement change, it is important to consider what preliminary work must be done.

Undertake Research

Everyone has a set of values and cultural norms that they bring to the workplace. These inform the way that people approach, plan and implement policies, teach lessons and, ultimately, create the ethos of a school.

Therefore, prior to work commencing, it is important to take the time to research the topic of LGBT+ equality and ensure any work a school does is evidence-based. Take the time to ask the following questions:

- What do I already know or believe?
- Why do I believe this?
- Do I need to do more research around this topic?
- Do I need to consult someone with experience around this topic so I may see it from a different perspective?



Beware!

There is a growing number of resources for schools on the internet claiming to assist settings in embedding LGBT+ equality. Many of these provide excellent guidance for schools. However, sometimes groups create resources which may have the effect of undermining rights for LGBT+ people.

A group known as 'Transgender Trend' has created a guide for schools named 'Supporting gender diverse and trans-identified students in schools'. The website for this group begins by outlining that 'This site is for everyone who is concerned about the social and medical 'transition' of children, the introduction of 'gender identity' teaching into schools and new policies and legislation based on subjective ideas of 'gender' rather than the biological reality of sex.'

This group has been heavily criticised by LGBT+ campaign groups such as Stonewall and Mermaids UK. It is our opinion that the work they do encourages schools to reject the identity of transgender pupils and staff and create environments that may be unsafe for gender-questioning or transgender young people. We would therefore advise that any resources or other communications from this group are ignored.

The organisations Women's Place UK and Fair Play for Women have also issued guidance which is inaccurate and confusing about toilet provision in schools. The organisations state that according to the School Premises Regulations 2012 'separate toilet facilities for boys and girls aged 8 years or over must be provided' and informs people how to campaign against gender-neutral toilet provision. However, the full legislation actually says 'separate toilet facilities for boys and girls aged 8 years and over must be provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time.'

If in doubt, a list of further resources from reputable groups that can be used in conjunction with this resource can be found on page 75.

Establish a Working Group and LGBT+ Equality Lead

It is important that there is a lead staff member and working group to undertake this work. Without an individual or group to take the lead, there is the danger that changes from the top never get disseminated to other staff or that change is short-lived, and progress never revisited. Consider who will need to be involved in the group in order to ensure the greatest impact. It is worth considering those with a passion and interest in the topic, members of the senior leadership team who are able to implement change and lead from the top, the governor who leads on equalities, and teachers and teaching assistants who know the young people well and who can get buy-in from other members of the school community.

Bring Governors On-board

If embedding LGBT+ equality and tackling HBT bullying is going to become part of the whole school ethos, it is vital that governors understand the importance of this work and fully support the school. Without the backing of governors, it is almost impossible to make a big impact in a setting. Before embarking on this work, hold meetings with governors in order to agree the school's vision and planned changes. Allow governors to ask questions and reassure them of the moral and legal obligation to do this work in order to safeguard staff, visitors and pupils and create a setting where all members of the school community feel included, safe and able to achieve. To assist with this, it can be useful to invite governors to staff training, share resources with them and invite them to take part in the auditing process.

Audit the Setting

It is important to ensure that the work being carried out is personalised to the needs of individual schools. The audit available here: www.equaliteach.co.uk/free-to-be provides a baseline assessment for understanding how settings can better embed LGBT+ equality and tackle HBT bullying. It can be used to assess what good practice is currently in place, where there are gaps and how the foundations can be laid for better equality provision.

Inform and Consult with Key Stakeholders

Involving key stakeholders in implementing this work ensures that any work completed is responding directly to the needs of the school community. This section provides advice and guidance on how to inform and consult with parents and carers, young people and staff.

Work with Parents and Carers

When attempting to make any change within a setting, particularly changes that may be controversial, it is essential to be open and transparent with parents and carers, provide opportunities for them to understand the school's approach, answer questions and concerns, and involve them in the work where possible. Some suggestions of ways to engage are outlined below:

Send communications to parents and carers explaining the work the school is planning prior to work commencing. This could be as part of a usual newsletter or curriculum overview or a stand-alone letter explaining that the school is looking to become more LGBT+ inclusive. A sample letter, similar to that used within the Free to Be project, can be found below:

Dear [name of parent/carer],

As you are aware, our school takes the wellbeing of all young people and staff very seriously. I am pleased, therefore, to inform you over the next term we are focussing on tackling homophobic, biphobic and transphobic bullying within school and working to ensure that our school is inclusive of LGBT+ people.

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect. The safety, welfare and wellbeing of all pupils and staff is a key priority.

Therefore, we will be undertaking a whole school programme of work looking at our policies, teaching and curriculum in order to ensure that our school is an inclusive and safe environment for LGBT+ members of our school community.

We would like to offer all parents and carers the opportunity to have their opinions heard via a short questionnaire prior to the start of the work. The results of this will inform our equality action plans moving forward. The questionnaire can be accessed using the following link/is attached to this letter/can be picked up from reception. We would be very grateful if you could complete (and return) this by [insert date].

We would like to offer all parents and carers the opportunity to hear more about the work we will be undertaking in school, and an opportunity to discuss any concerns they may have. We hope that parents and carers will be able to have a considerable input in this work, strengthening its impact and longevity.

This event will be held on [insert date and time] at school and all parents and carers are invited.

If you would like to attend, please complete the following attendance slip and submit it to your child's teacher.

We'd like to thank you in advance for your support,

Yours Sincerely,

[Insert name]

I would like to sign-up to attend the consultation evening on the work that the school is doing around embedding LGBT+ equality and tackling HBT bullying.

Please sign below

Consult with parents and carers so that they can share their thoughts about how welcoming the school is of LGBT+ families and experiences of homophobia, biphobia and transphobia that have impacted on them or their children. The survey used as part of the Free to Be project can be accessed here: www.equaliteach.co.uk/free-to-be

The survey that we used in the Free to Be programme asked parents and carers about how well the school was doing on all areas of equality, as this helped schools to deflect accusations that they were prioritising one area of equality over another and demonstrated the school's commitment to embedding equality and tackling prejudice across the board in order to ensure that all young people felt safe and included in school.

Hold Meetings

Where required, hold meetings with parents and carers where the school can share the work they plan to undertake and answer questions that parents and carers may have. Schools who took part in the Free to Be programme all arranged face-to-face meetings with parents and carers. Schools were free to choose the approach that they felt would be best for them, with some equipping class teachers with responses to frequently asked questions and just holding informal chats in classrooms after school and some arranging events for parents and carers to attend.

In our experience the least effective approach was to hold a formal sit-down meeting with teachers delivering a PowerPoint from the front of the room and parents and carers arranged in rows. This created a power dynamic and put a barrier between the school and families, which made natural discussion difficult.

The most successful approach was when schools ran coffee mornings or after school events where parents and carers could come and have coffee and cake and chat more informally with staff. Schools arranged books and resources on tables so that parents and carers could look through them and see the materials that would be used and several members of staff were on hand to have one-to-one discussions or small group chats. When given the opportunity to look at resources many of the responses were "Oh, is that all it is? That's fine!" or "I teach my kids at home that they need to be respectful of others who are different to them, so this is the same message."



Staff waiting for parents and carers to arrive at Bangabandhu Primary School, Tower Hamlets



A display from Redriff Primary School's (Southwark) parents and carers meeting.

Case Study:

Grafton Primary School, Islington works hard to include parents and carers in every aspect of school life. After holding a parents and careers coffee morning, where the Free to Be project was explained and the school disseminated their updated Equality and Diversity Policy and equality objectives, they invited an EqualTeach representative to their early years parent/carer and child reading morning. A variety of LGBT+ reading books were showcased, and parents/carers could ask questions about which books were appropriate for which age group books and take a list of book recommendations to bolster their libraries at home.



When schools are transparent about the work they are doing, most parents and carers will be supportive and welcome the changes that are being made to benefit their children. In some cases, where this does not happen, schools should highlight both the moral need and the legal requirement placed on them to do this work (more information on these can be found on page 5 and 8 respectively).

The Experience of the Free to Be Schools

A snapshot of some of the questions parents and carers asked included:

"Being gay is against our religion, I don't want my children to be taught that it is OK to be gay"

Whilst respecting the beliefs of individuals, in these cases school's shared with parents and carers that there was both a moral and legal duty to do this work. Schools shared key statistics about HBT bullying and prejudice in primary schools and stressed that this work is about understanding diversity, respecting others and protecting all pupils at the school. There are no religions that advocate harming others or that object to schools working to keep young people safe and included.

"I heard about a school which got children to write love letters to other children of the same sex. Is this the kind of material that you are using?"

Where misinformation such as this was spread during the Free to Be project, schools shared their approach and the resources they would be using and reiterated the fact that embedding equality is not about forcing a sexual orientation or gender identity onto a child but simply recognising the diversity of sexual orientations and gender identities that exist.

“I have seen books designed for very young children which show graphic images of sex, is this the kind of thing that you will be doing?” or “Children are too young to learn about LGBT people -shouldn’t we wait till they are in secondary school?”

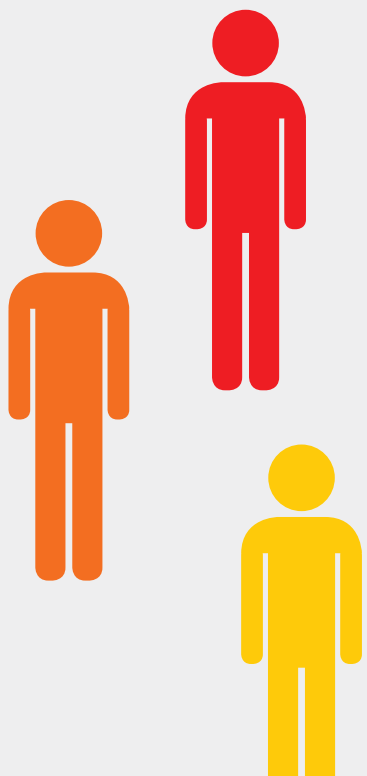
Much of the misinformation regarding LGBT+ equality in schools is related to sex and the notion that being LGBT+ inclusive means talking about sex. Schools reiterated that this is not the case at all and that Sex Education is an entirely separate issue to LGBT+ equality.

“Children are already aware that LGBT+ people and families exist, so why do we need to teach it on the curriculum?”

It is in large part because young people are aware that LGBT+ people exist that it is important to do this work. To ignore the existence of the diversity of sexual orientations and gender identity would send a very worrying message to young people. Further, young people who witness this diversity in places such as the TV or social media may have questions. It is important that schools are safe places for young people to ask these questions and receive appropriate responses.

“Can we pull our children out of LGBT+ education?”

The simple answer to this question is ‘no’. Embedding LGBT+ equality means fair representation in books, displays, facilities, policies and the wider curriculum, not necessarily discreet lessons. In addition, there is no right to withdraw from Relationships Education or wider PSHE curriculum where lessons about different families, combating gender stereotypes and talking about HBT bullying would fall.

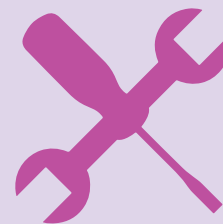


Young People

Before beginning work on embedding LGBT+ inclusion and tackling HBT bullying, it is helpful to consult with young people to find out their existing level of understanding, the questions that they have, their experiences of HBT bullying and what they would like the school to do. Below are the techniques that were used during the Free to Be project to investigate the views of young people.

Circle Time: Suitable for EYFS and Key Stage 1

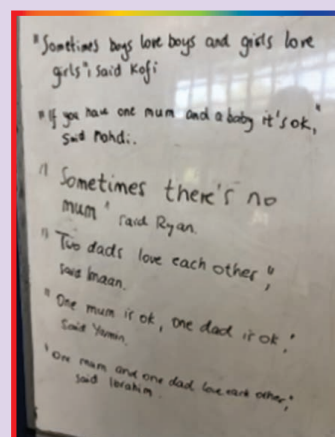
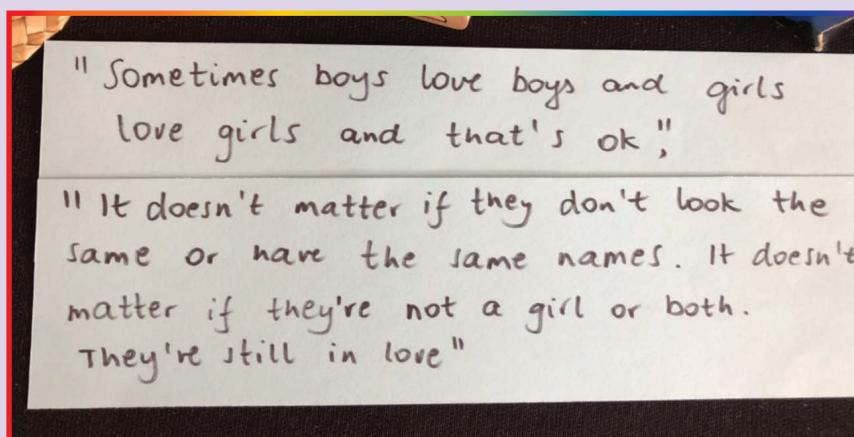
Using circle time can be a quick and easy way to collect young people's opinions and ideas. As young people might be nervous about sharing their thoughts and experiences it is important to take time to create a safe space before the session starts. Some considerations are listed below:



- Ensure all pupils have equal opportunity to contribute
- Only one person to speak at a time – using a talking object can help
- Ensure that pupils know that they can ask questions and share their thoughts and that no-one will be angry or laugh at anything that they say
- Remind the pupils to treat each other kindly
- Let pupils know that they don't have to speak if they don't want to
- Let pupils know what they can do if they feel upset by anything that is said during the conversation

Ways to elicit useful information from the young people include:

- Asking young people to vote on a few simple 'yes' or 'no' questions and recording their responses. A suitable question for this work might be, 'do you know what to do if you see someone being mean to someone else?'
- Getting young people to help you with a mini classroom audit. This can be done by asking young people if there are any things in the classroom that are only used by boys or by girls, asking for reasons why and recording their responses.
- Using boy and girl puppets or persona dolls and asking young people what toy each would like to play with and the reasons why. This type of question can help us understand the sort of gender stereotypes young people are internalising.
- Asking young people to vote on what makes a family. For example, showing images of different types of families and asking them to vote as to whether they think these are families or not and asking for the reasons why.

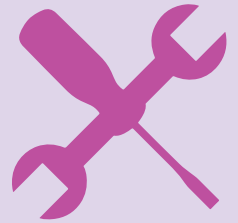


Examples of comments made by key stage 1 at Globe Primary School in a circle time discussion after reading the storybook 'And Tango Makes Three' by Justin Richardson and Peter Parnell

Observations: Suitable for EYFS, Key Stage 1 and Key Stage 2

Another possible tool is to observe pupils over a specified amount of time. In that time, keep a diary of relevant interactions between pupils. These could include:

- Use of homophobic language or statements that imply homophobia.
- Use of language or styles of play that assume heteronormativity or are based on gender stereotypes.
- Pupils talking about their gender or sex.
- Pupils talking about their families or what makes a family.



Focus Groups: Suitable for EYFS, Key Stage 1 and Key Stage 2

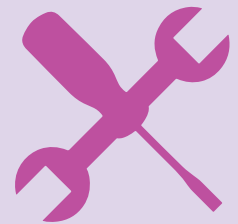
Bring together 6-8 pupils from across the year group or class.

For pupils in EYFS and key stage 1 pictures can be used to elicit conversations within the group. For instance, showing young people pictures of different clothes or toys and asking whether these clothes are for 'boys', for 'girls' or for anyone. Once pupils have discussed their answers, ask them if they have ever seen anyone being mean to someone because of their clothes or the toys they choose to play with. The same can be done with pictures of different types of families.

Using a book as a prompt, such as 'Dogs don't do Ballet' by Anna Kemp, ask questions as to why the characters act in certain ways, why some people think certain things are for girls or boys and if it is true.

For pupils in key stage 2 provide more open questions and allow young people to discuss the answers within the group. Example questions might include asking young people how far they agree with the following statements and why:

- This school teaches us about different types of families and relationships, including families with one parent, adoptive parents or gay parents.
- In this school we learn about the terms; gay, lesbian, bisexual and transgender.
- In this school everyone understands it is unacceptable to use the word 'gay' to mean rubbish or bad.
- In this school everyone knows that it is wrong to be mean to someone who is gay, lesbian, bisexual or transgender.
- In this school everyone feels comfortable telling a teacher if they see someone being bullied.

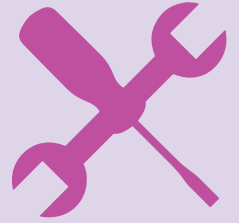


Ask-it Basket: Suitable for Key Stage 2

Talk to pupils about the work the school is going to be doing to create a school in which everyone feels safe and valued, including people who are LGBT+ and where nobody is bullied for being LGBT+.

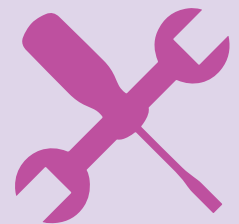
Inform the pupils that before work begins, the school would like to know if they have any questions that they would like answering or topics they would like you to cover. Provide pupils with a basket or box to write their suggestions in.

These questions can then be read prior to creating an action plan and the pupils' suggestions incorporated into the work. Alternatively, the basket can be kept in the classroom so that pupils can post questions or ideas at any point throughout the year.

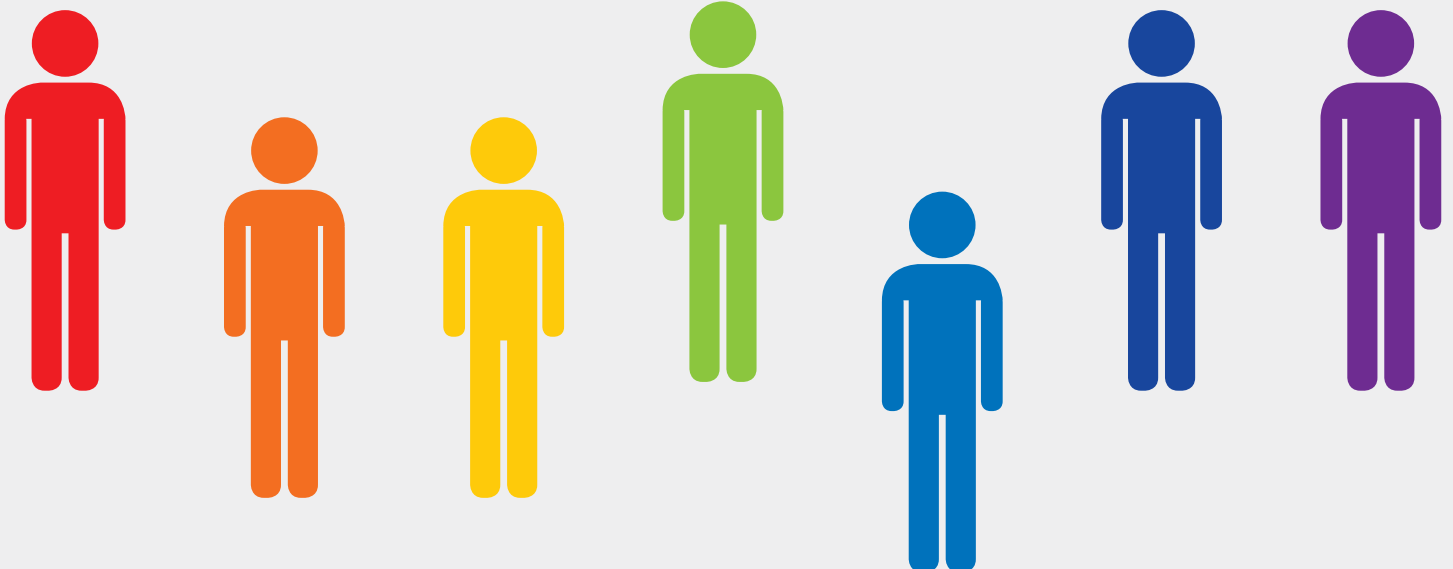


Questionnaires: Suitable for Key Stage 2

One of the easiest ways to collect a large amount of data is to hand out a questionnaire to pupils. A questionnaire created by EqualiTeach that can be used for this purpose is available here: www.equaliteach.co.uk/free-to-be. Prior to pupils completing the questionnaire, it is important to reassure pupils that the questionnaire is anonymous and that nobody will get in to trouble for anything they write. Pupils should be as honest as possible.



Note: It is best to inform parents and carers prior to undertaking any consultation with young people, so that parents and carers are prepared if young people go home and talk about the discussions that they have had or questionnaires that they have completed. During the Free to Be project, parents and carers at Ambler Primary School in Islington requested a pamphlet which included frequently asked questions from young people and some sample answers so that they felt confident to have these discussions at home. A sample pamphlet for parents and carers can be found here: www.equaliteach.co.uk/free-to-be.



The recurring themes that emerged from consultation with pupils across the Free to Be schools were:

- Gender stereotyping was the most prevalent issue, with young people reporting that they had experienced or witnessed being left out or told they couldn't join in an activity as it wasn't for girls/boys.
- Where terms had not specifically been spoken about in school, there was confusion amongst some young people as to what they meant, particularly bisexual and transgender.
- Young people reported that they often heard the word 'gay' being used to mean something bad.
- Some young people do not report incidents as they worry that they won't be believed or don't think that they will be taken seriously.



Case Study:

William Davis Primary School, Tower Hamlets conducted questionnaires with young people in key stage 2, asking them what words are used to 'put down' or bully someone in school. A list of words was collated by the school, which included homophobic, racist, disabilist and sexist terms, and work was then planned to discuss and tackle the use of these words in school. Carrying out questionnaires in this way ensures that work is fully tailored to the needs of the young people.

Staff and Volunteers

In order for LGBT+ equality to be embedded, staff need to be on board to implement policies and procedures, consistently tackle HBT incidents and embed LGBT+ equality throughout their practice. The school also needs to provide a safe and inclusive environment for LGBT+ staff and volunteers. Consulting with staff and volunteers allows SLT to identify how well staff think the school is doing with regards to LGBT+ equality, any issues they have experienced and concerns they may have in implementing the work.

This information can inform the school's action plan and the content of staff training.

Here are some of the concerns staff members had at the beginning of the Free to Be project:

Is the word queer appropriate or not?

What are effective ways of promoting equality in school?

How to embed understanding and pitch learning for all ages

How to confidently respond to children about same sex relationships?

What does a LGBT+ curriculum look like?

If a child talks about gender identity, is it ok to discuss or should it be passed on to someone else?

Is it ok to speak to children about gay marriage (when asked)?

How do you explain transgender to children?

For a template questionnaire see here: www.equaliteach.co.uk/free-to-be

Engage with External Agencies or Groups

Where possible, consult with local or national organisations with expertise in embedding LGBT+ equality, tackling HBT bullying and supporting young people who are LGBT+.

It may be that they can offer additional insight into issues impacting on young people from a perspective that may not be apparent to staff within schools.

Please see 'Further Resources' on page 75 for more information.

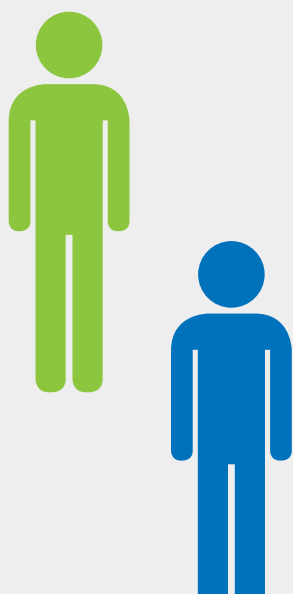
Free2B is an organisation based in Wandsworth, which provides youth clubs and mentoring for LGBT+ young people aged 9-18 and support for parents of LGBT+ young people. Young people from the project have produced their own films and resources to support schools to embed LGBT+ equality and tackle HBT bullying: www.free2b-alliance.org.uk

Ensure Staff Receive Appropriate Training

Before changes are made, staff need to receive training to allow them to confidently implement policies and procedures and embed LGBT+ equality throughout their practice.

Training should be provided to all staff, including teaching assistants, administrative staff and midday supervisors. Support staff are more likely to witness HBT incidents and it is important that there is a consistent, holistic approach to tackling HBT bullying and embedding LGBT+ equality throughout the school.

The results of the staff consultation will highlight what support staff may require to implement this work.



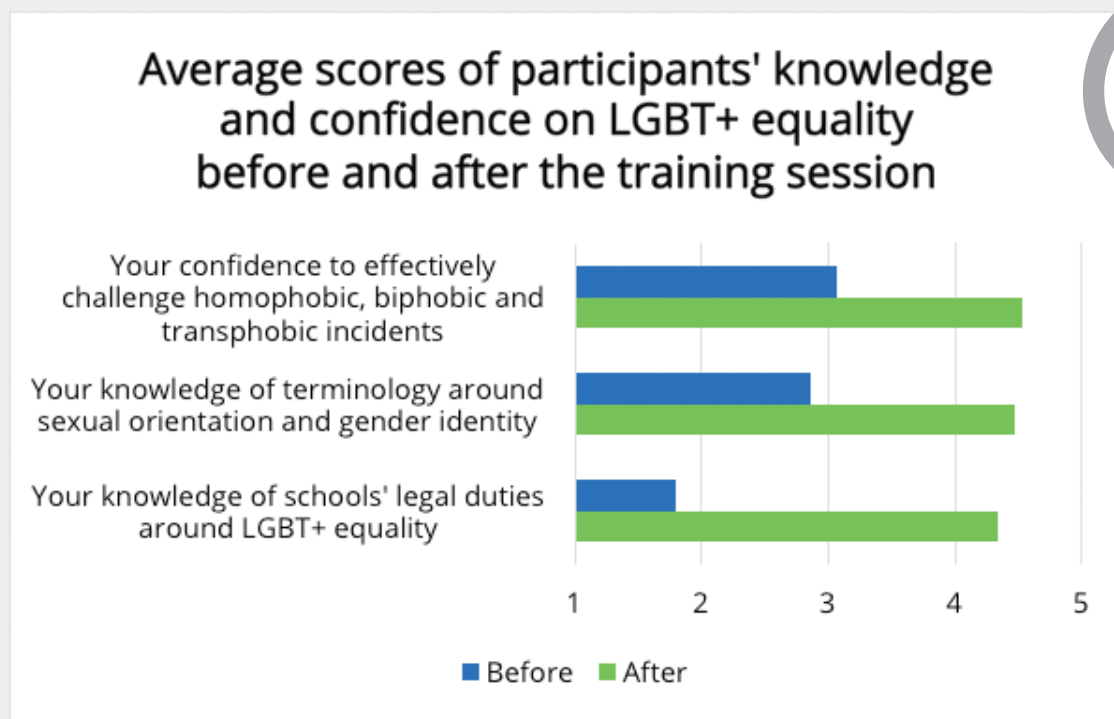
Case Study:

William Ford Junior School is a Church of England school in Dagenham. The school was keen to tackle HBT bullying but wanted to ensure that the work had the support and confidence of the staff and governing body and was compatible with its Christian context. The school was able to use Valuing All God's Children, guidance produced by the Church of England, to ensure that their work was in line with their values. Before any work commenced, the school invited EqualiTeach to come and meet with the governing body to talk through the programme and answer any questions and concerns. The school then surveyed staff and found a large swell of support for undertaking work to embed LGBT+ equality and tackle HBT bullying, but a lack of knowledge and confidence as to what that would look like in practice. EqualiTeach then visited the school to provide training for the whole staff team in two twilight sessions.

EqualiTeach took time at the start of the training to create a safe, non-judgemental space where people felt able to ask questions and raise their concerns and the group was able to work together to think about the practical changes they could make to their practice.

Participants took away a reflective audit to undertake between training sessions, so that they could bring real-life scenarios into the second training session to work through. Participants brought back reflections on the language that they used, how gender roles could be reinforced in things such as dancing if boys and girls were always partnered together and some had heard the word gay being used in a derogatory way in the time between sessions.

Participants rated their knowledge and confidence on LGBT+ equality before and after the training sessions with 1 being the lowest and 5 being the highest. The averages of their answers are shown on the graph below.



Participants really appreciated the opportunity to discuss LGBT+ equality with colleagues and reflect upon what could be improved. With this baseline in place, the school then felt able to move on to the next step of informing parents and carers and implementing change.

It will also be necessary to consider how to disseminate updates to staff as this project evolves. Staff meetings, newsletters, briefings and allotted CPD time are useful for ensuring staff remain on-board and that LGBT+ equality remains high on the agenda.

Step 2: Reviewing Policies and Procedures



Policies bring organisations into existence. The school is its documents rather than its buildings.

Lindsay Prior, Professor Emeritus of Sociology at Queen's University, Belfast



Policies and procedures set the tone of a school. All policies and procedures should be equality impact assessed to ensure that they are inclusive of all communities, including LGBT+ communities, and that they do not perpetuate structural or indirect discrimination against anyone.

More information on how to equality impact assess policies, including a template assessment, can be found here: www.equaliteach.co.uk/free-to-be.

The following chapter provides general guidance on how to ensure all school policies and procedures are LGBT+ inclusive, as well as specific support on key policies pertaining to LGBT+ inclusion, including the Equality and Diversity Policy, Safeguarding Policy, Behaviour Policy and Relationships and Sex Education Policy.

Guidelines for All Policies

When creating or reviewing policies, schools should ensure the following is taken into account:

- When referring to protected characteristics, where possible, the language of the Equality Act 2010 is used in order to be clear. For example, the term 'sexual orientation' is used rather than 'sexuality', 'different lifestyles' or another couched term.
- Where 'parents' are referred to, the term 'carers' is also included. Mother/father and any other gendered terms are avoided.
- Where homophobia is referenced, there is mention of biphobia too. This can often be forgotten, but it is just as important.

Equality and Diversity Policy

All schools should have a robust Equality and Diversity Policy which sets out the school's expectations of, and protections for, pupils, staff, parents/carers and visitors with regards to equality, diversity and inclusion.

A Policy should include the following information:

1. Key equality legislation and how it is applicable to schools, including:

- **Equality Act 2010**, including mention of the **Public Sector Equality Duty**, which outlines the schools' duty to eliminate direct and indirect discrimination, harassment and victimisation; to advance equality of opportunity between pupils; and to foster good relations between pupils; and sets out the schools' requirement to set SMART Equality Objectives;
- **Education and Inspections Act 2006**, which outlines schools' duty to promote community cohesion;
- **Education Act 2002**, which outlines schools' duty to promote social, moral, spiritual and cultural (SMSC) education, including the promotion of Fundamental British Values;

- Some Equality and Diversity Policies may also reference [Ofsted's Inspection Framework](#) and/or the [United Nations Convention on the Rights of the Child](#);
- Make sure all outdated legislation is removed from the Equality and Diversity Policy. Often, there can still be reference made to the Sex Discrimination Act 1975. These Acts were incorporated into the Equality Act in 2010 and as such the provisions set out in these no longer need to be listed separately.

2. Who is protected by the Policy:

- Make sure reference to all the protected characteristics in the Equality Act 2010 is made and the correct legal terms are used: sex, sexual orientation and gender reassignment. Using gender to encompass sex/gender reassignment is acceptable on occasion, if it is clear that both protected characteristics are covered.
- A glossary of key terms should be included as an appendix to the Policy to ensure all terminology is clear for the reader.
- Age, and Marriage and Civil Partnership do not apply to young people but should still be referenced with regards to staff, parents/carers and visitors.
- The Policy should set out the expectations of, and protections for, pupils, staff, parents/carers and visitors. If more information about the expectations of staff is set out in another Policy, such as the Staff Code of Conduct, reference this in the Policy.

3. How the school promotes equality throughout its practice:

- Make sure the Policy includes mention of how the school promotes equality through:
 - The curriculum
 - The school environment
 - Admissions
 - Rewards and Sanctions
 - Pupil Attainment
 - Staff Recruitment, Training and Promotion
- Where the curriculum is discussed, ensure that any mention of not talking to young people about sexual orientation and/or gender identity due to inappropriateness is removed. This is not appropriate and goes against the school's legal duties under the Equality Act 2010, Education Act 2002, Education and Inspections Act 2006 and the Children and Social Work Act 2017.
- More information about how to make the curriculum LGBT+ inclusive can be found on page 46 and information about how to make the school environment LGBT+ inclusive can be found on page 36.

4. Who is responsible for the Policy, what happens if the Policy is breached and how it will be disseminated to all key stakeholders and evaluated:

The following information should be included here:

- how parents/carers are consulted about the content of the Policy and informed of its provisions;
- Whether pupil-friendly versions of the Policy exist;
- who in the school is responsible for the Policy's implementation, including a lead member of staff and a lead governor for equalities;
- the Governing Body's ratification of the policy, with a timescale for review (at least every three years is good practice);
- how the school monitors and evaluates how well it is doing with regards to promoting equality, diversity and inclusion, including how the school equality impact assesses its policies;

- what happens if there is a breach of the Policy and how parents/carers, visitors, staff and pupils can make a complaint about the schools' equality and diversity practice. Links to the following Policies and Procedures should be included here: Complaints Procedure, Grievance Policy, Disciplinary Procedure, Staff Code of Conduct, Whistleblowing Policy, Anti-Bullying/Behaviour Policy, and Safeguarding Policy.

Equality and Diversity Policies should be tailored to the school's needs; however, a template Policy can be found here: www.equaliteach.co.uk/free-to-be



Home-School Agreement

A Home-School Agreement should set out the school's expectations in relation to all areas of equality, including LGBT+ equality. This can include the school ethos and/or values statement too. Explain to parents and carers what the school expects from them and their child(ren) and what they can expect in return from the school. This should be signed by parents/carers and by the young people themselves when they are old enough and can be used to remind parents/carers of the school's stance on equality, and their promise to support the school in this endeavour, if needs be.

A template Home-School Agreement can be found here: www.equaliteach.co.uk/free-to-be

Uniform Policy

It is inclusive practice to have a non-gendered school uniform list (providing a choice of approved items of uniform and allowing pupils to choose what they wear), rather than items separated by gender. Gender questioning and non-binary pupils have the right to dress in a manner consistent with their gender identity, however, this approach provides more choice and is less restrictive for all pupils.

With regards to swimwear, schools could state that pupils can request changes to swimwear items for personal reasons. This would ensure that the school is as inclusive of all pupils as possible and allow pupils to request changes for reasons such as religion as well as being inclusive of gender questioning and gender non-conforming pupils (Brighton & Hove Council et al., 2018).

It is also important to consider the inclusiveness of the staff dress code, if the school has one. Again, make sure that items are not separated by gender to be inclusive of transgender and non-binary staff members and provide more choice for all staff.

Case Study:

Fulham Primary School, Fulham realised that their uniform was separated into boys and girls clothing categories. They decided to redo their uniform policy to create a gender-neutral guide and re-designed a display in their entrance hall to ensure that it displayed all uniform options without referring to gender.



Staff Code of Conduct

The Staff Code of Conduct should make it clear to staff that homophobia, biphobia and transphobia is unacceptable.

Speculating or gossiping about someone's sexual orientation and/or gender identity should be explicitly included as unacceptable practice.

Information about how staff can report prejudice-related incidents from other staff members should be included, referencing the school's Grievance Policy, Disciplinary Policy and Whistleblowing Policy.

Everyone within a school should be actively working towards an environment free of homophobia, biphobia and transphobia. Make it clear in the Code of Conduct that staff are expected to treat young people in such a way that avoids making stereotypical assumptions about sexual orientation and/or gender identity and ensures that young people are protected from homophobic, biphobic and transphobic incidents and bullying, including being outed. Stereotypical language about LGBT+ people, as well as gendered language, such as 'man up' and 'don't be such a girl', should be included as examples of unacceptable language. Links to the school's Safeguarding Policy should be made.

Behaviour and Anti-Bullying Policies

The Behaviour and Anti-Bullying Policies set out the school's approach to dealing with behaviours that cause harm and upset and make young people feel unsafe. These include prejudice-related bullying and prejudice-related incidents. Some schools may combine these policies, whereas others may have two distinct policies which work in partnership. Either approach is fine, but the following information should be included:

1. What behaviours are covered:

The policies need to inform staff what to do if a prejudice-related incident, which is not part of a wider pattern of bullying, or maybe doesn't have a target, such as a comment thrown across the room occurs. It is good practice to include the legal working definition of a prejudice-related incident: A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person.

Policies often include a list of examples of types of bullying and/or incidents, for example, verbal, physical, cyber. This list should exist separately to a list of types of discrimination, for example, homophobia, biphobia and transphobia. That way, it is clearer to delineate the type of incident from what, if any, prejudice it is related to/motivated by.

All types of discrimination should be listed – disability discrimination, homophobia, biphobia, transphobia, sexism, racism and religious intolerance. The Policy can also list other types, such as socio-economic status, which go beyond the remit of the Equality Act.



Note: Many Anti-Bullying and Equality Policies only make reference to recording racist incidents or just discuss race, sex and disability. This is due to the history of equality legislation as these characteristics received legal protection prior to religion or belief, sexual orientation and gender reassignment. However, under the Equality Act 2010 no protected characteristic is more important than another and schools need to be dealing with all forms of prejudice equally.

2. How will these behaviours be dealt with:

The policy must contain a clear consequence pathway for all prejudice-related bullying and all prejudice-related incidents. There should be clear information as to how people should respond if an incident occurs.

This should include where bullying and incidents are recorded and how the data is analysed.

More information about recognising and responding to HBT incidents can be found on page 66.

A template Anti-Bullying Policy is available here: www.equaliteach.co.uk/free-to-be

3. Who is responsible for the Policy, what happens if the Policy is breached and how it will be disseminated to all key stakeholders and evaluated:

The following information should be included here:

- how parents/carers are consulted and informed about the content of the Policy;
- whether pupil-friendly versions of the Policy exist;
- who in the school is responsible for the Policy's implementation, including a lead member of staff;
- the Governing Body's ratification of the policy, with a timescale for review (at least every three years is good practice);
- how the school reports on, monitors and evaluates how well it is doing with regards to reducing prejudice-related bullying and incidents, including how the school equality impact assesses its policies;
- what happens if there is a breach of the Policy.

Case Study:

Ripple Primary School, Barking have updated their prejudice-related incidents recording form to include all protected characteristics. The new recording form has been shared with Barking and Dagenham Council as an example of good practice which they can disseminate to other schools in the area.



Case Study:

After interrogating their existing policies and procedures, Globe Primary School, Tower Hamlets realised that their current recording form was not fit for purpose in ensuring that the school was picking up all prejudice-related incidents and providing enough information to allow SLT to deal with incidents effectively and work to reduce their occurrence. The form did not have categories for homophobic, biphobic or transphobic incidents and did not indicate the severity of the incident, which meant that teachers may have been unwilling to record incidents which the perpetrator did not intend, or which had no target. During the project they overhauled their recording procedures and their new recording form. For a sample recording form, see page 69.



Safeguarding Policy

A robust Safeguarding Policy is a statutory duty for all schools. Its content should be informed by the government's guidelines entitled 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education.'

The Policy sets out the school's commitment to keeping young people and vulnerable adults safe across all its functions and how this will be achieved. Within this, it is important to include:

- How the school will protect young people from homophobia, biphobia and transphobia from adults and from one another;
- The risk of young people of all genders and sexual orientations being groomed or drawn into Child Sexual Exploitation (CSE).

It is good practice to include guidance on how to respond if a young person discloses their sexual orientation and/or gender identity to a member of staff. All disclosures should be treated confidentially, unless there are signs of self-harm or if the young person is in particular distress. At this point, the usual safeguarding measures apply. It is vital that staff members are aware that a disclosure in itself is not automatically a safeguarding issue and sharing a disclosure without a young person's permission could cause anxiety, distress and create an unsafe environment for that pupil at school and/or at home.

For detailed governmental guidance on creating a robust Safeguarding Policy see: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>



**Note:**

How should I respond if a young person discloses their sexual orientation and/or gender identity to me?

If a young person discloses their sexual orientation and/or gender identity, it is important to ensure that this is treated with confidentiality, unless the young person is happy for you to share this information or there is a safeguarding concern.

There is no duty to inform the parents/carers and that the duty of care is to the young person and it is their choice when or whether to come out to their parents/carers.

A disclosure in itself is not a safeguarding concern – there is only a safeguarding concern if there are signs of self-harm or if the young person is in particular distress and/or could harm others. Talking about a disclosure without obtaining the young person's consent could endanger them in their school as well as home life.

Confidentiality does not mean that you cannot ask for the advice and support of your colleagues, but this should be accessed without disclosing who has spoken to you, unless the young person is happy for you to disclose this information.

During the conversation with the young person:

- Listen to the young person – do not lead the conversation, let the young person express their feelings in their own words.
- Do not minimise or dismiss how the young person is feeling – respect their identity.
- Explain confidentiality to the young person.
- Reassure the young person that you are pleased that they are able to talk to you about their feelings.
- Ask questions in a gentle and sensitive manner.
- Ask if they have told anyone else.
- Ask how they would like to proceed – who, if anyone, would they like to know about their identity?
- Ask how you can help.

If a young person is out at school but not out at home, then care needs to be taken that people communicating with the parents/carers do not accidentally out the young person.

If the young person wishes parents/carers to be informed, they are also likely to need support to understand what their child is going through and so that they can work out how to best support their child. There are organisations in the Further Resources section of this resource that will be able to help.



PSHE Policy

PSHE education gives young people the knowledge, skills and confidence they will require to lead confident, healthy, safe and independent lives. A PSHE Policy sets out the topics of study during PSHE lessons, their content and how they will be taught.

A PSHE Policy should include how and when LGBT+ equality will be taught to young people and how all PSHE topics are inclusive of LGBT+ identities. More information about how to do this is outlined in Step 4: Teaching and Learning on Page 46.

Relationships and Sex Education (RSE) Policy

As of 1st September 2020, teaching Relationships Education will be compulsory in primary schools.

All schools must have in place a written policy for Relationships and Sex Education, which is published on the school's website. The Policy should contain the following information:

- The content of their RSE provision;
- How it will be taught and made accessible to all young people;
- Who will be teaching it;
- Who is the lead for RSE and how provision will be monitored;
- What parents and carers should do if they wish to request to withdraw their child from aspects of Sex Education. It is not possible for young people to be withdrawn from Relationships Education or Sex Education that falls within the Science national curriculum.

Schools must consult parents and carers in developing and reviewing the Policy and ensure that the Policy meets the needs of pupils and parents/carers and reflects the community they serve.

The content of RSE must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents/carers, while always with the aim of providing pupils with the knowledge they need to prepare them to play a full part in society as responsible citizens.

Pupils growing up in families with LGBT+ members, or who are beginning to understand that they are or may be LGBT+ themselves, should feel that Relationships Education is relevant to them. The government expects all pupils to have been taught LGBT+ content at a timely point as part of this area of the curriculum.

Schools should make decisions about what is appropriate to teach on this subject and when based on the age and development of their pupils and should involve their parent/carer body in these decisions, informing them clearly and in a timely manner about what and how their pupils will be taught.

With regards to LGBT+ equality, Relationships Education should:

- Explore with young people the 'characteristics of healthy, and unhealthy intimate relationships' ensuring this is 'inclusive to all pupils, whatever their developing sexuality or identity';
- Help young people to 'understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords LGBT people and LGBT relationships recognition and protections.'

The government has published statutory guidance for schools on Relationships Education, Sex Education and Health Education.

For a template Relationships and Sex Education Policy, please visit: www.equaliteach.co.uk/free-to-be

Step 3: Considering the School Environment



Trans youth, like most young people, spend the majority of their time at school. If you spent Monday to Friday from 8 to 3 being told that you weren't okay, that you were wrong, how are you meant to think otherwise?

Nicole Maines, American actor and transgender rights activist

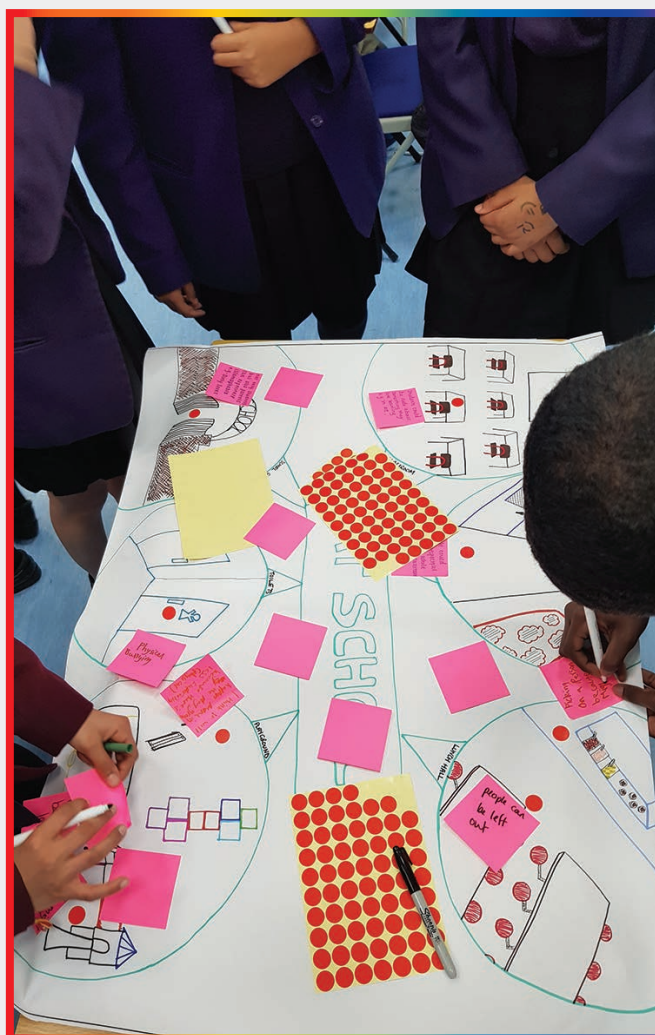


When embedding LGBT+ equality and tackling HBT bullying throughout a school, it is essential to review all elements of school life to consider the adaptations that can be made. This can be done by taking a learning walk through the school, noting every area that can impact on inclusion and safety. However, it can be difficult to recognise potential issues as a member of SLT, so asking young people and parents and carers to carry out a learning walk can highlight issues that might not otherwise be picked up. Some changes can be made quickly and easily, whilst others may take time and resources. Not everything needs to happen at once, it is fine to create a short, medium and long-term action plan that the school works towards.

Consulting with pupils about bullying and harassment 'hotspots':

Use a large sheet of paper and create a map of the whole school. Include areas such as toilets, classrooms, the playground and corridors.

Invite pupils to place stickers on the areas where bullying or harassment is most likely to take place. Pupils can add post-it notes to explain why bullying or harassment is more likely to take place in those areas, and what they think could be done to help.



Some of the key areas are considered below.

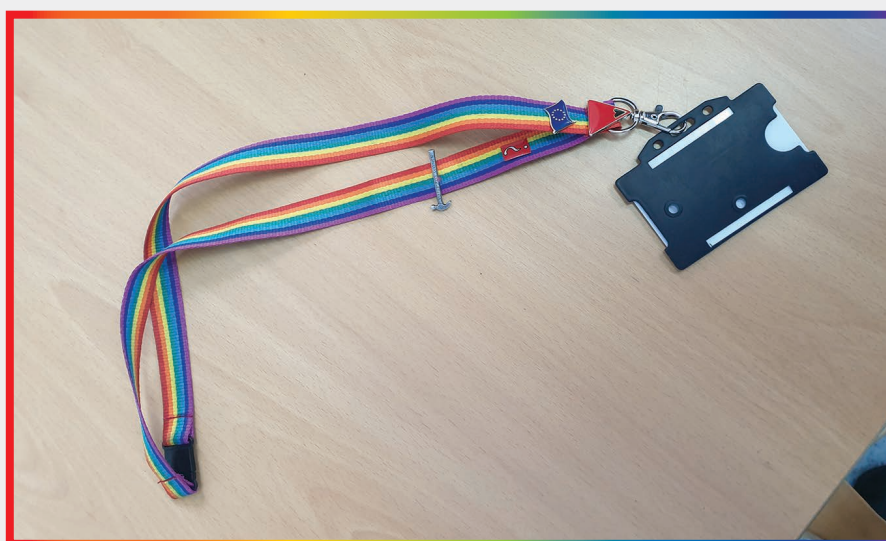
Preventing and Tackling HBT Bullying

Young people should feel safe and protected from HBT bullying wherever they are in the school. This includes both inside and outside spaces and playgrounds. It can be useful to work with pupils to find out where bullying or harassment may be more likely to take place, and what could be implemented to make these areas safer.

Some potential initiatives or solutions that could be implemented based on the findings include:

- **Safe Zones:** It can be helpful to indicate to pupils who may experience HBT or other kinds of identity-based bullying where they can go around the school to be safe and supported. Designated safe zones may include a classroom or outside area which is always supervised by staff, or the office of a member of staff who pupils can talk to and report their concerns to, or where pupil 'buddies' may keep an eye out for more vulnerable peers. Making a school community aware of these designated spaces not only provides a clear message to those who may need to access support, but to the whole community that these types of behaviours are not acceptable, and that the school is working to eradicate them.
- **Staff Supervision:** Based on the findings, schools may choose to increase or relocate supervising staff in order to improve the safety of the school environment.
- **Equality Allies:** Many young people don't report HBT incidents or bullying as they don't know who is a safe person to talk to, and if that person is going to be understanding and supportive or be homophobic, biphobic or transphobic themselves. Some schools have introduced rainbow lanyards or badges worn by teachers to show that they are supportive of LGBT+ equality, other schools have nominated young people who have received training and whom other pupils know it is safe to talk to.

Rainbow lanyards introduced at Sir Thomas Abney Primary School, Hackney



Case Study:

Globe Primary School, Tower Hamlets has FAB (Friends Against Bullying) Ambassadors in Year 6 who are there to support other young people with bullying. They have created Fab corners in the playground where a Fab Ambassador will be, and other pupils can go there if they need help with an issue. Fab is overseen by a member of staff who then picks up issues to make sure that young people receive the necessary support.

Displays

Whether in classrooms, the reception area or through the halls, school walls are often filled with displays. These are a great opportunity to demonstrate a school's commitment to equality and diversity by considering what content to display and the language and imagery used.

Some helpful questions to consider when creating a display are:

- Does this display represent a diverse range of people, topics and ideas?
- Are examples of LGBT+ role models included in this display?
- Does this display reinforce gender stereotypes or challenge them?
- Is this display reflective of the diversity within the school's pupil population and local community?

Displays can be impactful in a number of ways; both demonstrating an explicit commitment to equality (such as a display celebrating LGBT+ awareness month or challenging gender stereotypes); or through subtle additions to subject-based boards in which colours are changed to show a commitment to equality in all areas of school life. This consistent approach across a school can indicate to pupils that all members of the school community are equally welcomed and valued.



Display Examples – Sir Thomas Abney Primary School, Hackney

Focus – Different Families, Same Love





Grafton Primary School, Islington

Focus – All You Need is Love



Case Study:

Grafton Primary School, Islington explained the importance of the rainbow flag in LGBT+ equality to pupils and then used the flag as a basis for multiple displays including a mathematics one about 3D shapes, a Black History Month display and a corridor-hanging model about Fundamental British Values.



Posters: Posters can be a useful addition to the classroom environment for providing key information such as how to report HBT bullying, or to illustrate different types of families. These need to be child-friendly, with easily accessible information. Pupils can be involved in creating posters or leaflets highlighting that these sorts of behaviours are unacceptable, and what pupils can do if they see or experience them.

Facilities

The facilities offered in a school can have a large impact when promoting LGBT+ equality and tackling HBT bullying. Toilets and changing rooms are regularly reported as being targeted areas for HBT bullying, while three in five transgender pupils (58%) are not allowed to use the toilets they feel comfortable in (Stonewall, 2017).

Toilets: Young people have the right to access the toilet that corresponds to their gender identity. This approach is underpinned by the Equality Act (2010) whereby refusing a child or young person access to the changing room or toilet of their gender identity would constitute an act of discrimination (UK Government, 2010).

Any young person who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, such as an accessible toilet, if no other single stall toilets are available. However, no young person should be required to use such a toilet if they are not disabled. Ideally schools would provide single stall toilets that can be used by all, alongside or instead of single gender toilets (Brighton and Hove City Council and Allsorts Youth Project, 2019). Alongside supporting transgender young people, gender-neutral toilets can be helpful in reducing the number of bullying incidents, as an open plan design can ensure that teachers can supervise and reduce the spaces in which groups can congregate unseen (Department for Education and Skills, 2007). Furthermore, gender-neutral toilets can be far more cost effective and space-saving than single gender toilets.

Where gendered toilets are in place, the décor should remain neutral, avoiding gender stereotypes such as painting the girls' toilets pink and the boys' blue. Adequate sanitary provision should be available for all who require it. Rules around toilet usage should place the best interests of the child first, ensuring no detrimental impact to a young person's dignity or health.

Case Study – Low Cost Example:

As part of the Free to Be project, Sir Thomas Abney Primary School, Hackney have changed their staff toilets into gender-neutral toilets.

Dulwich Hamlet Junior School, Southwark have reconsidered toilet provision in their school. They have designated an existing gender-neutral staff toilet for pupils instead, alongside single-sex toilets. In addition, they are also looking into re-labelling girls' and boys' toilet on the upstairs floors so that they are all gender-neutral.



Case Study – Financed Example:

Barrow Hall Primary School, Warrington removed the gender designation of their toilet blocks. They have floor-to-ceiling doors and panels and can be locked from the inside. Washing and drinking facilities are in open areas clearly visible from the corridor and classrooms.

As a result of these changes, the school have said: 'the behaviour of children in the KS2 toilets has significantly improved compared to when the school had gender specific blocks in the previous school building [...] pupils report that they feel much safer than they did in the gender specific blocks in the old school building.'

The school's recent Ofsted report stated: "Pupils have a good awareness of what it is like to be, or to feel, different. They say everyone is welcome and 'no-one is made to feel uncomfortable for being who they are' at Barrow Hall. They proudly told me about the school's new gender-neutral toilets."



Changing Rooms: When pupils are required to change their clothes for sports, gender-neutral facilities should be provided where possible for people who might wish to use them.

The use of changing rooms by transgender young people should be decided in discussion with the individual. The goal should be to "maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and minimising stigmatisation of the child or young person" (Brighton and Hove City Council and Allsorts Youth Project, 2019). Transgender young people should have access to the changing room that corresponds to their gender identity. There are times where a child may feel more comfortable changing on their own or with a small group of friends – if this is the case, discussions should take place with the young person to find the best solution. Any pupil who has a need or desire for increased privacy should be provided with a reasonable alternative changing area such as the use of a private area (such as a nearby toilet stall with a door, an area separated by a curtain or a nearby office) or with a separate time to change (e.g. using the changing room that corresponds to their gender identity before or after other pupils), regardless of the underlying reason.



Barrier: 'What about the safety of our pupils if we change the facilities?'

There can be a fear about the safety of pupils if facilities are made gender neutral. However, evidence suggests that bullying incidents are reduced when gender neutral toilets are used (Department for Education and Skills, 2007). By having single cubicles and an open hand-washing area, there are no closed doors where pupils can congregate without being seen. A reduction in fear of bullying can increase the safety and wellbeing of all pupils.

Staff Interactions

The language used by staff around the school plays an important part in creating an inclusive environment. Staff should think carefully about the language they use and where possible attempt to use language which does not reinforce a binary approach to gender to avoid excluding those who do not see themselves as a boy or a girl and reinforcing gendered thinking. Changing the morning greeting to "Good morning children!" rather than "Good morning boys and girls!" is a small change which supports inclusion of non-binary members of the community and avoids reinforcing gender difference. Similarly, breaking children up into boys and girls may be a quick way to create two groups, but it is exclusive of and uncomfortable for non-binary pupils and reinforces the assumptions that boys and girls are inherently different and cannot work together. Use other, more imaginative ways to break the class up and help young people of different genders build relationships and work together.

Case Study:

SIAL, Kensington and Chelsea decided to focus on their use of language to avoid perpetuating gender stereotypes. They decided to initially address the use of gendered praise (such as 'good boy' or 'good girl'), ensuring that the language they used was neutral. They now plan to consider the wider use of pronouns within the school environment, to ensure that all pupils feel included and accepted.



Encourage discussion and reflection on assumptions and expectations made about gender:

- Consider nicknames given to young people such as 'hero' and 'sweetheart'
- Are 'strong boys' asked to move furniture and 'helpful girls' to hand out books?
- Are boys who express emotion told to 'Man Up', or girls who enjoy football called 'tomboys'?

What implicit messages are being sent out to the young people through these coded terms?

Consider the language used around relationships and families. Is it assumed that young people will have a mum and dad at home?

When a boy and girl play together, are jokes made about them being boyfriend and girlfriend? These kinds of jokes embarrass young people and reduce the chances of boys and girls playing together as well as sending out messages about expectations around romantic relationships.

Case Study:

Towards the end of the Free to Be project, there was an incident in the playground at Bangabandhu Primary School, Tower Hamlets where two girls wanted to play 'mummies and daddies' but neither of them wanted to be the daddy. The playground supervisor told them that both could be the mummy as there are families who have two mums and the girls skipped off happily to play. The supervisor shared this story with the lead member of the project saying that she would not have felt confident to do this had she not had the staff training that EqualiTeach had provided.



In and around the school, staff must also role model appropriate and inclusive behaviour and language amongst themselves. For example, communicating respectfully, and not engaging in 'banter' around people's sexual orientation or gender identity.

If a transgender young person wishes to change their name and pronouns, this must be respected, and changes implemented as necessary. Failure to use a child's preferred name and pronouns can be tantamount to harassment under the Equality Act 2010.

A legal name change is not required for the school to refer to the pupil by their preferred name and pronouns. The 'preferred to be known' option can be used in the Schools' Information System (SIMS).

If the child is not out at home, care must be taken to ensure that interactions with parents/carers and documents sent home do not use the child's preferred name.

Resources

Library

When looking at the books available in the school consider the following:

- **LGBT+ authors:** Are the available resources written by a range of authors of different genders, sexual orientations and backgrounds, bringing a variety of experiences and perspectives?
- **LGBT+ characters:** Can young people easily access books and resources where they can see themselves and their families reflected, and where they can find perspectives and experiences that are different to their own? Do the stories used reflect different family types, relationships and characters?
- **Non-stereotypical storylines:** Books can also be useful for challenging and breaking away from stereotypes. By choosing stories which feature characters in non-stereotypical gender roles, we can help to normalise those ideas for young people.
- **Not organised/separated by gender:** Books can be organised by topic, by author, by title, but shouldn't be organised by gender (as in 'boys' books/'girls' books). Young people can then make the decision as to which stories they are interested in based on the merits of the book. This is essential for promoting LGBT+ inclusion, as it sends the message that pupils are free to show interest in any genre of book, regardless of gender.

A book list of LGBT+ inclusive texts is available here: www.equaliteach.co.uk/free-to-be.

Letterbox Library is a not-for-profit social enterprise which specialises in providing inclusive children's books: www.letterboxlibrary.com

Home Corners and Role Play Areas

Young people pick up messages about what they can and can't do as a girl or a boy from a very early age and from around 3 years old, young people start policing each other with regards to gender. It is important that the school does not reinforce these ideas but takes active steps to allow young people to explore what they enjoy and who they are.

Ensure that things such as dressing up boxes are not divided by gender, but that all young people are free to choose the items that they wish to wear and to mix and match outfits if they desire – a police ballerina or a dinosaur princess allow for more creativity and exploration than standard gendered choices!

A school may find that despite not gendering activities, some pupils gravitate to particular toys, for example, girls always choosing to play with the kitchen and boys with the tool set. Mixing and matching things in the home corner, for example adding a screwdriver in the kitchen, can encourage children to be more imaginative in their play and try new things.

Case Study:

A primary school in Cambridgeshire, who are working towards a Gold Equalities Award with EqualTeach uses early years role play areas as an opportunity to challenge stereotypes. For example, when learning about families, the area will include photos of lots of different family types, dolls and books challenging gender and family stereotypes.



External Visits and Visitors

One common way to enhance the curriculum and learning experiences of pupils is to include external visits and visitors. These provide a great opportunity to expose pupils to different people and experiences, but also require consideration with regards to safety and inclusion.

Consider the facilities available when making external trips. It is recommended to only work with organisations who are LGBT+ inclusive, as it is the school's responsibility to provide a safe environment for all pupils. For example, are gender-neutral toilets and if required, changing facilities available on site?

To exclude transgender pupils from residential trips would be discriminatory and contravene the Equality Act (UK Government, 2010). As far as possible, transgender young people should be able to sleep in dorms appropriate to their gender identity, although some transgender young people may not feel comfortable doing this and in such cases alternative sleeping arrangements should be made in advance of the event. Risk assessments can be carried out prior to residential trips in order to make reasonable adjustments which would enable the participation of transgender young people (Brighton and Hove City Council and Allsorts Youth Project, 2019).

If travelling abroad, schools should consider and investigate the laws regarding LGBT+ people in countries considered for school visits. The International Lesbian and Gay Association (ILGA) have information on their website about countries on their website about countries that pose a risk to LGBT+ people: www.ilga.org

Finally, when inviting external visitors into the school, the following considerations should be made:

- Are a diverse range of guest speakers regularly invited into school? Do they represent different sexual orientations, as well as different cultures, religions and nationalities? Can this opportunity challenge gender stereotypes?
- Will the visitor's session/content be in line with the school's values?

External Communications

External communications should demonstrate a school's commitment to LGBT+ equality and the work being done to tackle HBT bullying. When reviewing external communications:

- Use gender-neutral language where possible.
- Avoid talking about mums and dads and making any other assumptions about who is caring for young people. Use parents and carers to be inclusive of different family make-ups.
- Include explicit messaging about the school's commitment to equality and the work that it is done to work towards this.
- Ensure that young people and families see themselves reflected in the website, prospectus and other communications and recognise that they will be welcomed and included at the school.



Step 4: Teaching and Learning



Teaching about LGBT families not only means children from these families see themselves reflected in what they learn, but also helps all young people understand that there's nothing wrong or unusual about being LGBT.

Paul Twocock, Interim Chief Executive, Stonewall



The key to embedding LGBT+ equality in teaching and learning is not just to focus on stand-alone lessons about identity and relationships (although options for these can be found on page 54) but to ensure that teaching and learning in all subject areas is inclusive of LGBT+ people.



Barriers

"I'm not sure at what age it is appropriate to introduce LGBT+ equality"

It is appropriate for young people to learn about LGBT+ people, families and relationships from the start of their education. Some pupils will have same sex or transgender parents and carers, family members and friends and children as young as three can articulate their gender identity. It is not dangerous to learn about LGBT+ people, families and relationships and this knowledge won't change who young people are. It will just help young people to better understand the world around them and make those who are LGBT+ or have families who are LGBT+ feel more included and able to be themselves.

"What if a pupil asks a question that I don't know the answer to?"

Young people will sometimes ask left-field and unexpected questions. Admitting uncertainty about an answer is a much better approach than imparting information which is inaccurate. Leaving a question unanswered in order to research the answer and impart accurate information later is good practice as long as the question is not forgotten about completely. A list of frequently asked questions from young people with possible responses can be accessed here:

www.equaliteach.co.uk/free-to-be

"Can I talk about my own sexual orientation or gender identity?"

Sharing your sexual orientation or gender identity is a personal choice. If you do not want to discuss this with pupils, that is fine. If pupils ask you directly, you can simply answer that your sexual orientation or gender identity is not relevant to the discussion. However, it is also fine to be open with pupils about your sexual orientation and/or gender identity. Pupils can benefit from positive LGBT+ role models and hearing about personal experiences.

"Can I talk about my own religious beliefs?"

If beliefs are explained in an appropriate way in an educational context, which takes into account existing guidance on the delivery of Relationships and Sex Education and Religious Education, this is acceptable.

Everyone is fully entitled to their own personal beliefs. However, if beliefs are expressed in a way that involves criticising, harassing or berating a particular pupil or group of pupils, this is unacceptable and a potential contravention of the Equality Act 2010.

Embedding LGBT+ Equality

Here we have outlined some key considerations which will support LGBT+ equality in each subject area:



Literacy

- Provide a wide variety of picture books and books for older children which include same-sex families, characters which do not conform to gender stereotypes and those who are transgender. Make sure that these are available throughout the school and utilised in literacy as well as PSHE
- Explore how books and magazines are marketed at girls and boys and the impact this has. Encourage young people to access a wide range of different books and break free from these pigeonholes
- Highlight LGBT+ authors and poets. For example, if studying World War I poets such as Wilfred Owen, talk about his sexual orientation and how that may have impacted on his writing
- Conduct speech-writing activities or debates on issues such as gender stereotypes



Physical Education

- As far as possible, avoid separating students by gender. At primary level there are no significant differences in size and strength between boys and girls and no reason why they should be separated for PE
- Ensure sports clubs are inclusive of different genders and promoted as such; encourage young people to try different activities
- Ensure uniform and kit options are gender-neutral
- Discuss equality and teach about challenging discrimination in sports
- Celebrate LGBT+ sporting role models with young people
- Work with transgender young people to allow them to change in a setting where they feel comfortable



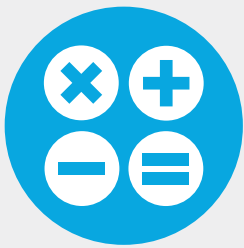
Geography

- Take the time to check for unconscious bias when teaching about cultures and ensure young people are developing a rounded view of cultures other than their own
- When teaching about human geography explore how things may impact on different genders differently
- When teaching about refugees, include how people may be forced to move if a government has laws which oppress gay and/or transgender people



Art, Drama and Music

- Introduce themes which explore gender stereotypes, different families, equality and inclusion
- Let young people play who they want to play, ignore gender binaries in plays and drama activities
- When young people do play roles outside the binary, check stereotypical behaviour! Have they interpreted texts and exposed their own bias?
- Highlight LGBT+ artists, musicians and playwrights, study their work and explore the impact that their LGBT+ identity may have had
- Explore how themes of equality and discrimination have been expressed through art, music and drama and how this has been used to campaign for change
- Provide young people with opportunities to produce their own work exploring their identity and/or combatting prejudice and discrimination
- Think about stereotypes in advertising, films and visual media
- Undertake topic work on topical issues of equality. Use hot seating as a method to explore different issues and perspectives, and to question behaviours and motivations



Maths

- Include same-sex couples within examples when setting questions
- Mix up the names and pronouns in questions to challenge gender stereotypical ideas about roles and careers
- Highlight LGBT+ mathematicians, such as Alan Turing (mathematician and code breaker)



Religious Education

- Avoid stereotyping whole religious groups; explore different views on family, relationships and identity within a given religion
- Embed opportunities for young people to learn from religion, including opportunities to reflect on tolerance and compassion
- Provide young people with opportunities for open discussion and debate topics such as same-sex marriage
- Encourage respectful debate and enquiry into scripture or doctrine that appears to endorse homophobia
- Highlight LGBT+ people of faith



Science

- Include same-sex couples within examples when setting questions
- Mix up the names and pronouns in questions to challenge gender stereotypical ideas about roles and careers
- Highlight LGBT+ scientists such as Sophie Wilson (British scientist and computer engineer)
- Talk about same-sex attraction and gender roles in other species. For example, species where the male takes the main role in raising the young
- Look at the impact that gender stereotypes have had in girls accessing STEM subjects and allow the young people to action plan solutions to change this



History

- Highlight LGBT+ historical figures such as Alan Turing, Virginia Woolf and WH Auden and figures who have challenged gender stereotypes throughout history
- Explore how LGBT+ equality has changed throughout time and compare with other social movements such as the Civil Rights movement in America or the Women's Suffrage movement



PSHE/RSE

- Utilise stories and posters to explore what makes a family. Allow children to draw their own families and talk about them to explore the diversity of family structures and it is things such as love that make a family
- Ensure that RSE is inclusive of LGBT+ identities and avoids assumptions of heterosexual relationships
- Undertake explicit activities and workshops exploring the harms of gender stereotypes
- Respond to current events and topical issues, use nationwide events such as LGBT+ History Month as a platform
- Invite LGBT+ secondary school pupils to come and speak with Year 6 children about their experiences
- Signpost young people to safe places they can access additional support
- Ensure older young people know what the terms gay, lesbian, bisexual and transgender mean
- Create a safe space to allow young people to ask questions about LGBT+ identities
- Undertake work to help young people understand the harm of homophobic, biphobic and transphobic language and ensure that they know how to report it

Curriculum Planning

To assist schools in embedding LGBT+ equality within the curriculum, the following table provides a breakdown of topics covered within the key stage one and two curriculums, with suggestions for adaptations to ensure LGBT+ inclusion.

Key Stage One Topics

Topic Title/ Summary	Main Subject Focus	Ideas for LGBT+ Inclusion
Africa	Geography	Include different family structures in each home (e.g. extended families, two mums, two dads, stepparents)
Aliens	English (phonics)/ Geography/ Science	Include different family structures in each home (e.g. two mums, two dads, stepparents, other family members) Example Books: Spacegirl Pukes (Katy Watson)
All About Me	PSHE	Include different family structures in each home in examples (e.g. two mums, two dads, stepparents, other family members) Example Books: If I had 100 mummies (Vanda Carter) The Great Big Book of Families (Ros Asquith / Mary Hoffman) The Family Book (Todd Parr)
Festivals of Light	RE	Investigate what other festivals the children know that celebrate different people (e.g. Pride)
Houses and Homes	History/ Geography	Include different family structures in each home (e.g. two mums, two dads, stepparents, other family members) Example Books: The Family Book (Todd Parr)
Our Amazing World	Geography / History	Include different family structures around the world Example Books: And Tango Makes Three (Justin Richardson)
People Who Help Us	PSHE	Include LGBT+ people in class discussions (for example, Dr Ronx), invite a LGBT+ speaker to come in
Toys	History	Show different family types using toys (LGBT+ families included)
Traditional Tales	History	Include tales involving LGBT+ characters Examples Books: King and King (Linda De Haan) The Worst Princess (Anna Kemp)

Topic Title/ Summary	Main Subject Focus	Ideas for LGBT+ Inclusion
Travel and Transport	History/ Geography	Include LGBT+ travel writers e.g. Jan Morris Example Books: Hello, Sailor (Ingrid Godon)
Turrets and Tiaras	History	Use the tale of two princes falling in love in King and King (Linda De Haan)

Key Stage Two Topics

Topic Title/ Summary	Main Subject Focus	Ideas for LGBT+ Inclusion
Ancient Greeks	History	Compare family structures then with now Highlight that Plato was supportive of LGBT+
At the Heart of the Matter	Science – Circulation	Use LGBT+ role models e.g. Dr James Barry (Victorian Transgender Surgeon)
Brilliant British Isles	Geography	Discuss LGBT+ contributions to Great Britain e.g. Phyll Akua Opoku-Gyimah (creator of UK Black Pride), Alan Turing (WWII Codebreaker). More role models are listed here: https://www.equaliteach.co.uk/black-history-month-celebrating-alternative-histories/
China	Geography/ History	Discuss how being transgender is still considered as a disorder in China Highlight that homosexuality was only decriminalised in 1997 but same-sex marriage is still not legal.
Darwin's Delights	Science – Evolution	Example Books: And Tango Makes Three (Justin Richardson and Peter Parnell) Biological Exuberance: Animal Homosexuality and Natural Diversity (Bruce Bagemihl) *For information, not for sharing with a class*
Explorers – Into the Unknown	History/ Geography	Discuss the idea of travelling somewhere new if you are unsure of your safety – the need for LGBT+ community to take precautions when travelling to certain parts of the world
Food, Glorious Food	Science/DT/ History/ Geography	Use LGBT+ role models (e.g. Anita Lo (Author of Cooking without Borders) and Antoni Porowski (Queer Eye Food expert))

Topic Title/ Summary	Main Subject Focus	Ideas for LGBT+ Inclusion
Going for Gold	PE/History	Include LGBT+ role models in conversations e.g. Nicola Adams (Boxer – openly bisexual), Megan Rapinoe (gay, American soccer player and equality advocate)
India	Geography/ History	Discuss the decriminalisation of homosexuality in India, which took place in 2018 Since 2014, transgender people have been recognised as a 'third gender' in law in India.
Inventors	History/ Science	Use LGBT+ role models in discussions (e.g. Leonardo Da Vinci (who was thought to be gay) and Tim Cook (CEO of Apple)
Light and Sound	Science	Use LGBT+ role models in discussions (e.g. Leonardo Da Vinci (thought to be gay) discovered sound waves)
Mayans & Aztecs	History	Look at family structures then and now – compare & contrast
Mountains	Science and Rivers	Discuss LGBT+ role models (e.g. Cason Crane (first openly gay mountaineer to scale the seven summits)
Rainforests	Geography/ Science	Showcase the conservation work of LGBT+ people e.g. Ellen DeGeneres & Portia de Rossi do lots of conservation work in Rwanda
Space	Science	Discuss the contributions of LGBT+ people to space exploration e.g. Sally Ride (first LGBT+ astronaut)
That's Entertainment	History	Include LGBT+ entertainers e.g. Laverne Cox, Neil Patrick Harris, Ellen DeGeneres Explore theatrical art forms involving LGBT+ characters - pantomime dames & drag queens
Tudors	History	Discuss the treatment of LGBT+ people at this time and the positive changes made to society since the Tudors
Victorians	History	Compare Victorian attitudes with now – freedom to marry & love, different family structures compared to the Victorian times
World War 1	History	Consider the rights of LGBT+ people in the military
World War 2	History	Discuss the persecution of LGBT people by the Nazis Highlight the contributions made by LGBT+ people to the war effort (e.g. Alan Turing: Bletchley Code Breaker)

Relevant Dates throughout the Year

Being aware of key dates regarding LGBT+ equality throughout the year can help schools to plan assemblies that are both topical and relevant. These dates are true as of 2020, though some may change year on year.

LGBT History Month February	This is a month-long recognition of lesbian, gay, bisexual and transgender history, and the history of LGBT rights and related civil rights movements.
International Transgender Day of Visibility 31st March	This is an annual event occurring on 31st March and dedicated to celebrating transgender people. It is a day to raise awareness of the discrimination faced by transgender people and to celebrate the contributions of transgender people to society.
International Day Against Homophobia, Transphobia & Biphobia (IDAHOT) 17th May	The International Day Against Homophobia, Transphobia and Biphobia was created in 2004 to draw attention to the violence and discrimination experienced by the LGBT+ community.
Pride Month June	Pride is an annual celebration of the LGBT+ community, culminating in the biggest LGBT+ parade in the UK. It promotes self-affirmation, dignity, equality rights, increased visibility as a social group, community building and celebrating sexual diversity and gender variance. Assorted events are held internationally during this month to recognise the influence LGBT+ people have had around the world. June was chosen as the Stonewall Riots took place in this month in 1969.
Trans Parent Day 1st Sunday in November	A day to celebrate and recognise transgender parents and generate greater support for transgender people.
Transgender Awareness Week 2nd Week of November	This day serves to raise the visibility of transgender people and address issues members of the community face.
Anti-Bullying Week 3rd Week of November	This week has yearly themes and helps to raise awareness of the impact of bullying and how everyone can work together to prevent bullying in schools.

Lesson Plans and Activities

Before introducing lessons on LGBT+ equality in the classroom, it is good practice for educators to take the time to reflect upon their own positioning and experience on these issues to ensure their practice is fair and inclusive. It is then necessary to create a safe space for the discussions to occur, think about how learners will be supported on this journey and how prejudice will be challenged in order to create positive change. EqualiTeach's resources Faith in Us, Universal Values and Outside the Box have extensive sections which provide support and guidance in creating the right classroom environment and these can be accessed free of charge here:

<https://equaliteach.co.uk/for-schools/classroom-resources/>

Activities

The following pages contain activities that teachers can use to conduct classroom discussions about LGBT+ equality from early years to year 6. Activities come with resources which can be downloaded free of charge from EqualiTeach's website: www.equaliteach.co.uk/free-to-be

Activity: And Tango Makes Three

Age: KS1

Resources: And Tango Makes Three story book

Aims:

- To help young people to understand that every family looks different, but every family is unique and special
- To introduce what it means to be gay

Delivery:

1. Read:

Explain to the young people that you are going to read a book about different families, with a focus on one special penguin family. Proceed to read *And Tango Makes Three* by Justin Richardson and Peter Parnell.

Discuss the story with the young people using the following guiding questions to support the conversation:

- Do you think Roy, Silo and Tango are a family? What makes a family?
- Why did Roy and Silo want an egg?
- Did Tango seem happy to have Roy and Silo as parents?
- How are Roy and Silo like other penguin couples? What makes Roy and Silo different from the other penguin couples?
- Like Roy and Silo, some human couples are both men or both women. What do we call parents who are the same gender like Roy and Silo? Introduce the words: gay and lesbian.

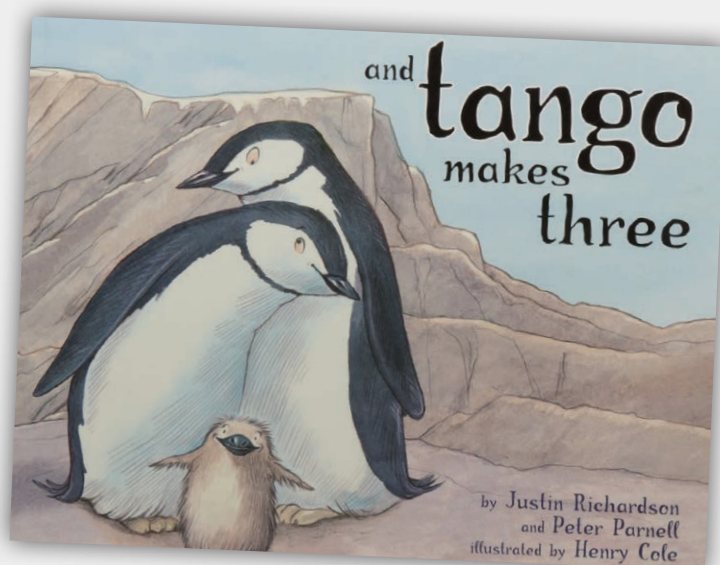
Gay: When a man loves another man or when a woman loves another woman.

Lesbian: When a woman loves another woman.

2. Watch:

<https://www.cbsnews.com/news/same-sex-penguins-raise-a-baby-chick/>

This is a short video about two penguin dads at the Sydney Aquarium in Australia. Ask the young people to share in pairs about what they found interesting in the video. Invite the young people to share and discuss as a class. Ask if they think Spheeris and Magic and their baby are a family.



3. Draw:

Invite the young people to draw pictures of their families. Ask: Who makes up your family? Place all the pictures side by side on the table and ask the young people to have a look at all the different families. Ask the young people if all the families look the same?

Ask the young people what they notice. Guide the conversation to recognise how each family is unique and special. For other Lesson Plans and Ideas with And Tango Makes Three see:

https://www.healthiersf.org/LGBTQ/InTheClassroom/docs/curriculum/Tango%20Makes%203_revised2.pdf

Activity: Dogs Don't Do Ballet

Age: Early Years and KS1

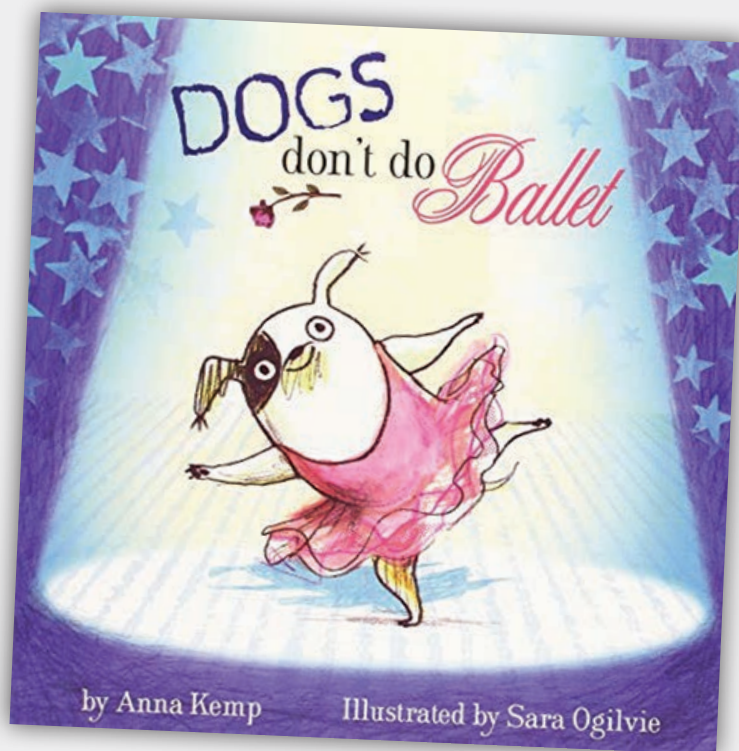
Resources: Dogs Don't Do Ballet story book

Aims:

- To challenge gender stereotypes
- To encourage young people to do what they love

Delivery:

Dogs Don't Do Ballet by Anna Kemp tells the story of Biff, a dog determined to follow his dream of becoming a ballerina, even though everyone he meets is convinced that dogs don't do ballet. Kemp's book makes for a wonderful stimulus for thinking about expectations of people and how expectations can impact someone's emotions.



Before reading the book, ask the class to draw, colour and cut out two dogs: one happy and one sad. Whilst reading, pause at key moments in the story and ask the class to hold up the drawing that best matches how Biff would be feeling.

At various points, introduce a few key questions, such as:

- Why does Biff feel happy/sad at this point of the story?
- Is Biff a ballerina yet? Why not? What is stopping him?
- After reading the whole book, facilitate a discussion using the questions below, about how our expectations of others can hurt people's feelings.

Key Questions

- Did the characters in the story expect Biff to be fantastic at ballet?
- Were their expectations right or wrong?
- How did Biff feel when he wasn't allowed to do what he loved?
- What might have happened if Biff believed what everyone thought that dogs don't do ballet?
- Have you ever been told you can't do something, or that you must do something, because of who you are? How did this make you feel?
- Are boys/girls ever told they can't do things because they are boys/girls? Can anyone think of any examples?

Key Learning Points

- The characters stopped Biff from doing ballet because they didn't expect him to be good at ballet, but our expectations about people are not always right!
- Our expectations of people can lead us to treat people badly, just like Biff was treated badly in the story.
- Some people tell boys and girls that they can't do certain things because of who they are. Our expectations about other people, or other people's expectations about us, can be false, unfair and can lead to hurt feelings.

After reading and discussing the book, solicit unfair ideas and expectations that the class are aware of about boys and girls, such as 'girls can't play football', 'boys can't wear pink' etc. Agree that these ideas are false, unfair and can hurt people's feelings. Invite the young people to draw their own story book inspired by Biff's story, using the unfair ideas on the board as book titles. Make clear that the story should be about a character who overcomes other people's unfair expectations and proves that 'boys can wear pink', 'girls can play football' and so on.

Circle Time Inspiration

Use circle time to challenge ideas younger pupils may have about what boys, girls, men and women 'can't' or 'should' do. Lead a conversation in which young people are encouraged to think about what jobs they would like to have when they're older. Gather ideas and tell the class that they will now be drawing some of the jobs that have been mentioned, as well as some jobs that perhaps didn't come up. Ask the class to draw one of the occupations held by one of the role models listed below (for instance, 'a weightlifter'). Encourage young people to give their character a name and to think of a few reasons why they're good at what they do. Tell the class that they will now have a chance to learn about a real-life weightlifter. Introduce the role model (in the case of the weightlifter, Amna Al Haddad) using the accompanying videos (see below). Facilitate a discussion about young peoples' responses to the real-life role model.

Key Questions

- What did everyone draw the role model as—a boy or a girl?
- Was anyone surprised to find out that the role model was a boy/girl?
- What do we think now? Can girls be weightlifters? (Substitute different genders/occupations as needed.)
- Why is Amna Al Haddad good at what she does?

Key Learning Point

- Jobs are not either only for boys or only for girls.

Invite young people to draw a weightlifter again, but this time, to draw them as the role model (in this case, Amna Al Haddad). This activity can be repeated two or three times in one session, or once every week for a whole half-term. (Staff members or other role models particularly relevant to the class could be included in longer schemes of work).

Role Model Examples

- 1) Amna Al Haddad, weightlifter
- 2) Ruqsana Begum, kickboxer
- 3) Sergei Polunin, ballet dancer
- 4) Amelia Earhart, aeroplane pilot

Head to EqualiTeach's website (www.equaliteach.co.uk/outside-the-box) to find short clips that introduce all of these role models.

Activity: Which Gender?

Age: KS2

Resources needed: Cards with images of clothing, sports, toys and professions (you can find sample cards on our website at: www.equaliteach.co.uk/free-to-be); Large flip-chart paper with 3 columns with: 'girl', 'boy' and 'any gender' written as column titles.

Aims:

- To challenge gender stereotypes
- To help young people understand the harm of gender stereotypes

Delivery:

Split the class into groups with mixed abilities. Explain to the young people that you will hand out several different cards with various pictures on them (sample cards are available at: www.equaliteach.co.uk/free-to-be) They will receive a large piece of paper with 3 distinct columns listed: boy, girl and any gender. Instruct the young people that they will then have to work as a group to sort the cards and place them in whichever category they best fit into. After the groups have sorted their cards, bring the groups back together and discuss as a class. Ask to hear from a handful of groups looking at where they placed each card and why. Facilitate a group discussion about any cards that various groups disagree on.

You can use the following questions to support the conversation:

- Why did this group place that card in this category?
- Did any group think that card fits best in a different category? Does anyone disagree?
- Why do you think that card fits best in that category? Pick a card or two and ask the young people: do you think someone of a different gender to the column selected could be/play/wear that?

Introduce young people to the word stereotype: 'an unfair idea that all people in a group are the same'. Explain that sometimes we make stereotypes about people because of gender. Give an example (all girls like pink) and ask if this is true? Ask the young people to think of some other examples of gender stereotypes and write them on the board, perhaps inviting them to share examples of gender stereotypes they have experienced or seen.

Ask the young people to return to their cards and move any around if they changed their opinion through the discussion. Ask any groups to share why they moved the cards.

Optional: Show the young people a few examples of role models combatting stereotypes (see a few examples below). You can close the conversation by asking the young people what is wrong with stereotyping. Draw out the following answers:

- They can stop us from getting to know people
- They are unfair
- They can hurt people's feelings
- They can make us treat people badly
- They can stop us from doing what we want

Invite young people to brainstorm what they might do if they heard someone stereotyping.

Examples of Challenging Stereotypes:

- Gender Stereotyping on Jobs <https://www.youtube.com/watch?v=9pzpB7G6PrA>
A video about primary school students getting their assumptions challenged about only men doing certain jobs.
- Gabe the Ballet Dancer <https://www.youtube.com/watch?v=nVeE0Ti7DaY>
A video about an 11 year old boy ballet dancer.
- BBC Gendered Toys Experiment <https://www.bbc.co.uk/news/av/magazine-40936719/>
A video about an experiment where boy and girl babies' clothing were swapped, revealing how adults give gendered toys to babies.

Activity: What Makes a Family?

Age: KS2

Resources: Picture cards available at:
www.equaliteach.co.uk/free-to-be

Aims:

- To support young people to understand that not all families look the same
- To introduce the words 'gay', 'lesbian' and 'bisexual' and help young people understand that some families have two parents who are men or two parents who are women
- To celebrate the difference in families and recognise that every family is special and unique

Delivery:

Explain to the young people that they are going to be discussing families today.

Explain that they will be given cards with pictures of different groups of people on them and will ask the young people to work as a group to sort them into pictures that show a family and pictures that don't show a family. It is important for them to have reasons behind their decisions. Ask the groups to feed back their decisions, questioning why they think it is a family.

Write the word family on the board and ask the young people what they think makes a family. Write up key words. Ask the young people to look back at the pictures and lead them to the conclusion that all the pictures could be a picture of a family.

Explain how all families can be different and that's a good thing. It means that we are all unique and interesting. We might live with one parent, or with an auntie and uncle or with lots of different people. Our families are not just the people we live with, but the people that provide all these other things (point to words that the young people have come up with).

Extension: Ask the young people to draw pictures of their families with a descriptor of what makes them unique. Note: Sensitivity needs to be taken with young people who may be separated from their families.

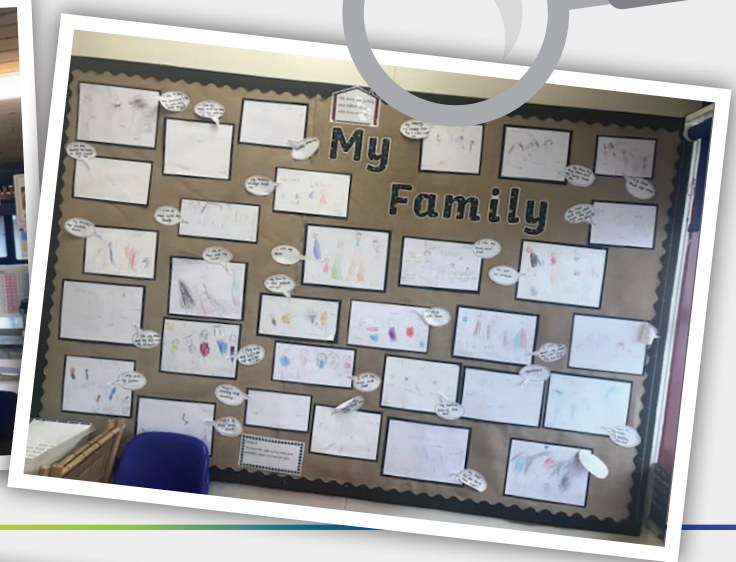
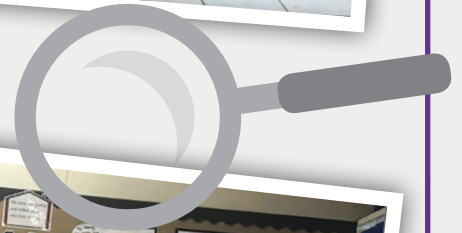


Case Study: Bangabandhu Primary School, Tower Hamlets

Bangabandhu Primary School embedded a topic on different families across the autumn term.

Early years and KS1 held circle time activities where they talked about different families and took photos or created pictures about their family and what made it unique.

KS2 took part in Philosophy for Children enquiries, learnt about different families and used Stonewall's 'different families, same love' poster as a prompt to create their own versions.



Activity: Jonathan's Story

Age: Upper KS2

Resources: Story Cards

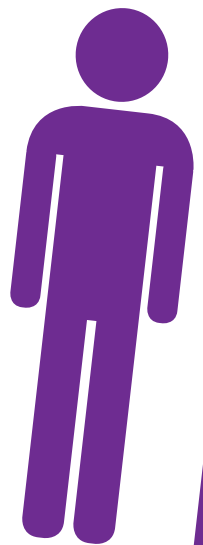
Aims:

- To consider the impact and harms of homophobic bullying
- To explore how to prevent incidents from escalating
- To explore how to stop homophobic bullying

Delivery:

Ask the young people to work in groups on their table. Hand out copies of the story cards, available at www.equaliteach.co.uk/free-to-be. Ask the young people to read through the story cards and put them in order.

Jonathan is 9 years old and lives in London. His best friend is called Ella. They enjoy playing Minecraft together. They also both love dancing and do ballet, tap and street dance at an after-school club.



Go through the order of their stories with them, stopping after some of the cards to facilitate a discussion about what they think will happen next or what Jonathan could do about his treatment:

1. Jonathan is 9 years old and lives in London. His best friend is called Ella. They enjoy playing Minecraft together. They also both love dancing and do ballet, tap and street dance at an after-school club.

2. Jonathan goes to primary school and is in year five. He likes learning about new things but sometimes doesn't want to go to school.

3. Sometimes, Jonathan's classmates pick on him because his best friend is a girl and he enjoys dancing. People shout things like 'you're so gay' at him.

Stop after this card and facilitate a discussion about the use of 'you're so gay'.

- Why have Jonathan's classmates used this phrase against him? What does the word gay mean?
- Is using the word in this way acceptable or unacceptable?
- Why is it unacceptable?

4. The name-calling has been going on for a while, but Jonathan is too scared to tell his parents or his teacher about it because he thinks it might get worse.

Stop after this card and facilitate a discussion:

- What could Jonathan do about the name calling if he is too scared to talk to a teacher?
- What advice would you give Jonathan?
- What would you do if you were Jonathan?

5. One day, Jonathan gets so fed up and upset about the name calling that he loses his temper and starts a fight with another boy in his class, called Lucas.

6. Lucas and Jonathan both get hurt in the fight. They get into trouble with the headteacher, and their parents are told about the fight. Jonathan is not allowed to play on his iPad at home for the next two weeks.

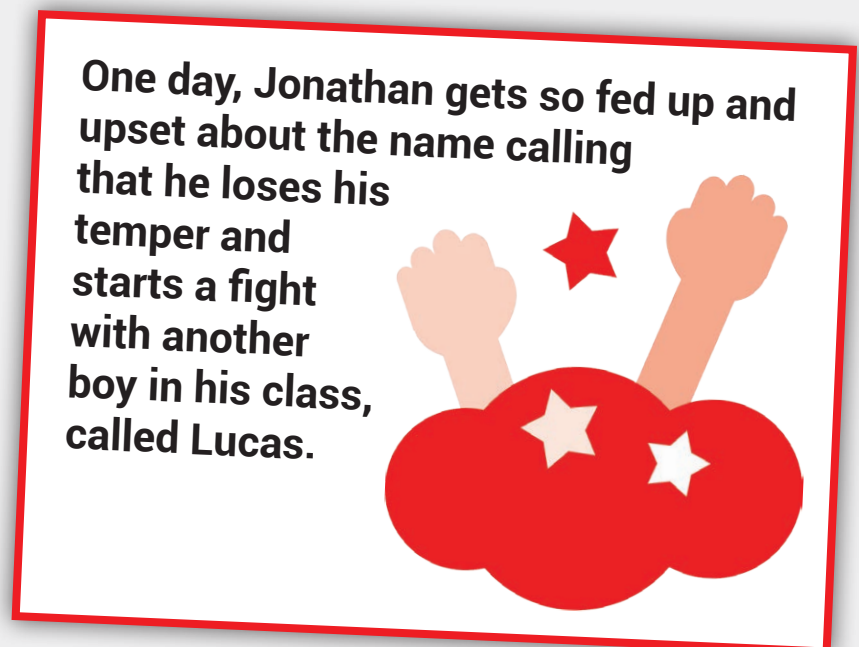
Stop after this card and facilitate a discussion:

- Is Jonathan's treatment fair?
- How could Jonathan's punishment have been avoided?
- What do you think will / what would you like to happen next?

Using whiteboards and pens, ask the young people to brainstorm what will happen next and come up with their own final story card. Ask the young people to read their story cards out, before revealing the real end to Jonathan's story:

7. Jonathan feels upset about what happened. Eventually he tells his mum why he started the fight with Lucas. His mum talks to the headteacher and he promises Jonathan that everyone will learn why it is wrong to use the word 'gay' to be nasty to people. Jonathan's classmates apologise to him and the make friends. Jonathan feels relieved and happy to go to school again.

Round up the activity by asking the young people what they would do if they or their friend were being bullied or being picked on because they were different. Make a list of all the ideas on the board.



Extension: Discuss the phrase 'That's So Gay'. Ask young people if they've heard people say this before and what it means. Ask them why people think that it's OK to use it. Ask if they think that it's OK. If not, why not?

Ask what gay means. Explain the definition of 'gay', 'lesbian' and 'bisexual'.

Explain that people who are gay or who have gay parents/carers, relatives or friends can be really hurt by the use of the word gay in this way. Ask them to see if they can come up with better words to use (you can break off into groups and write them down if time). Close with a conversation about how to make sure that we have a safe community where everyone feels included. You can ask the young people what they could do if they heard someone using 'gay' or other words that people use to describe their identity in a negative way.

Activity: LGBT+ Heroes Past and Present

Age: Upper KS2

Resources: Matching cards and backing sheets

Aims:

- To understand that there have been LGBT+ people throughout history
- To understand that people who are LGBT+ have faced discrimination
- To think about how things have changed and what issues remain
- To consider steps young people can take to continue to fight for LGBT+ equality



Note: Young people should have undertaken work on the meaning of the terms: gay, lesbian, bisexual and transgender before undertaking this activity

Explain that the class will be learning about some famous celebrities throughout UK history. Give out the picture cards and people's achievements. Ask the young people to match the famous person with their achievements.

Ask: Have they heard of the people? Who do they think has made the biggest achievement? How would things be different in the UK if these people had not existed?

Then explain that all the people that we have been talking about are LGBT+

Ask: Did the young people already know that any of the celebrities were LGBT+? Who? Who are they surprised to find out is LGBT+? Why do you think they might not have heard about this before?

Throughout history LGBT+ people have struggled to be accepted and treated equally. This meant that LGBT+ people often had to hide who they were out of fear. Up until 1967 gay men could be arrested if they had a relationship with another man and face up to life in prison, gay people were not able to get married and transgender people had no protections.

Give out the final set of cards to match to the people. These explain people's experiences of being LGBT+

Ask: How might things have been different for the celebrities of the past if discrimination didn't exist? What are the differences for LGBT+ people today, compared to the past? Do the current celebrities still experience discrimination and fear of telling people that they are LGBT+?

Today it is illegal to discriminate against somebody because they are LGBT+, although many LGBT+ still people face bullying and mistreatment. Gay people are allowed to get married and transgender people have the right to live as the gender that they know they are. However, the changes that have come about in LGBT+ equality have only happened because people fought for them.

Ask the young people what things they could do to make sure that LGBT+ people in their school and community are treated fairly and to write their ideas into a pledge.

Extension Activity:

Ask the young people to research more about the LGBT+ role models in this activity or other LGBT+ role models and create a wall display of LGBT+ contributions together with the young people's pledge as to how they are going to promote LGBT+ equality.

Florence Nightingale



This famous woman helped soldiers in a war in 1853 and improved nursing.

Throughout her life she wrote secret diaries where she recorded her relationships with women but other people did not know.

Oscar Wilde



This person wrote plays and poems which were very popular and are still famous now. An example is 'The Picture of Dorian Gray'.

He was arrested for being gay and died at the age of 46 due to bad conditions in prison.

Alan Turing



In World War Two this person cracked the Enigma code used for secret communications by the Germans, which ended the war earlier and saved millions of people. He also invented the first digital computer.

He was arrested for being gay and forced to take medicine which stopped him from being attracted to anyone. He died from cyanide poisoning.

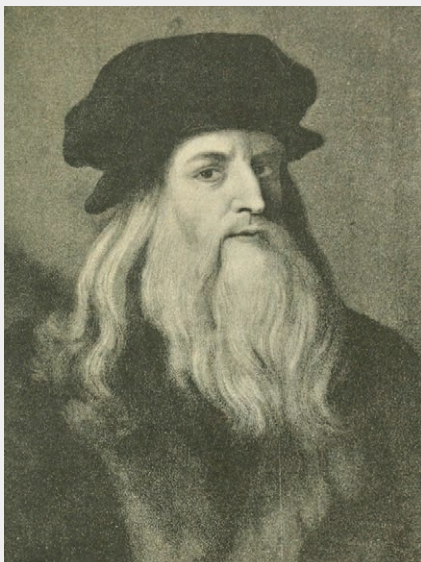
Roberta Cowell



A British World War Two fighter pilot and racing car driver who spent five months in a German prisoner-of-war camp after being captured.

She was one of the first people to ever undergo gender confirmation surgery, her change of gender meant she wasn't allowed to carry on as a racing car driver, though she stayed involved in the sport in other ways.

Leonardo da Vinci



This 16th Century man is famous for his amazing paintings, sculptures and scientific discoveries.

It is very likely that this man was gay, but 500 years ago being openly gay was a very serious offence which carried the death penalty, so he had to be very cautious about his personal life.

Tom Daly



This person is a British diver and competes in both personal and synchronised and team events. He is a triple world champion and has two Olympic medals.

He says that he is attracted to both men and women, but he is married to a man called Dustin Lance Black and they have a little boy called Robert.

Angela Eagle



This person is a British Labour Party politician who has been a Member of Parliament (MP) for the last 28 years.

She told people that she is a lesbian in a newspaper interview in 1997 and has been in a civil partnership with her partner Maria Exall since 2004.

Colin Jackson



This person is a retired British athlete. He specialised in the 110m hurdles. He won an Olympic Silver medal, become World Champion twice and was undefeated at the European Championships for 12 years. He now works as a BBC sports commentator.

He came out as gay in 2017, long after he had retired from athletics and at the age of 50. He didn't come out sooner because he was concerned about the media treating him negatively.

Case Study:

Redriff Primary School, Southwark ran a year group assembly on homophobic language with year 6. They shared information as to what the term gay meant and why it shouldn't be used in a negative way, as well as providing information as to how the school would respond if an incident happened.

What made the assembly particularly impactful was that two pupils felt able to share personal experiences of homophobic bullying that had impacted them. One pupil described how her older sister, who is gay, received verbal abuse by a bouncer in a nightclub when she kissed her girlfriend. Another pupil shared that his older sister is lesbian, and had been bullied at school for it, which had been extremely difficult for him to understand. The session showed that the pupils were more than ready to discuss the issues. At the end of the assembly, the young people all agreed that they would challenge HBT bullying when they witnessed it. The impact of this session was shared at a parents/carers meeting about the need for LGBT+ equality and inclusion.



Step 5: Recognising and Responding to Homophobic, Biphobic and Transphobic Incidents



It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.

Audre Lorde, poet, author and civil rights activist



In order to ensure that all incidents are picked up by the school and dealt with consistently, the school must have a clear procedure for dealing with prejudice-related incidents, which is communicated to all staff and pupils.

Pupil surveys across the Free to Be schools revealed that a large number of young people do not report HBT incidents to teachers. Some of the reasons given included “because it happens all the time, so you just get used to it” and “because they might not think it’s important.”

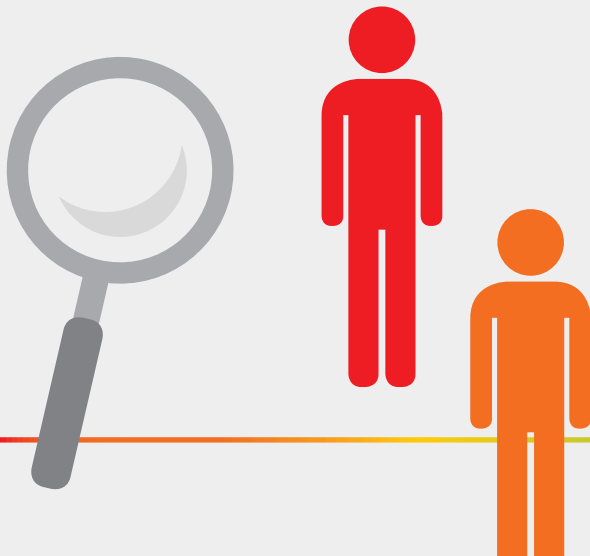
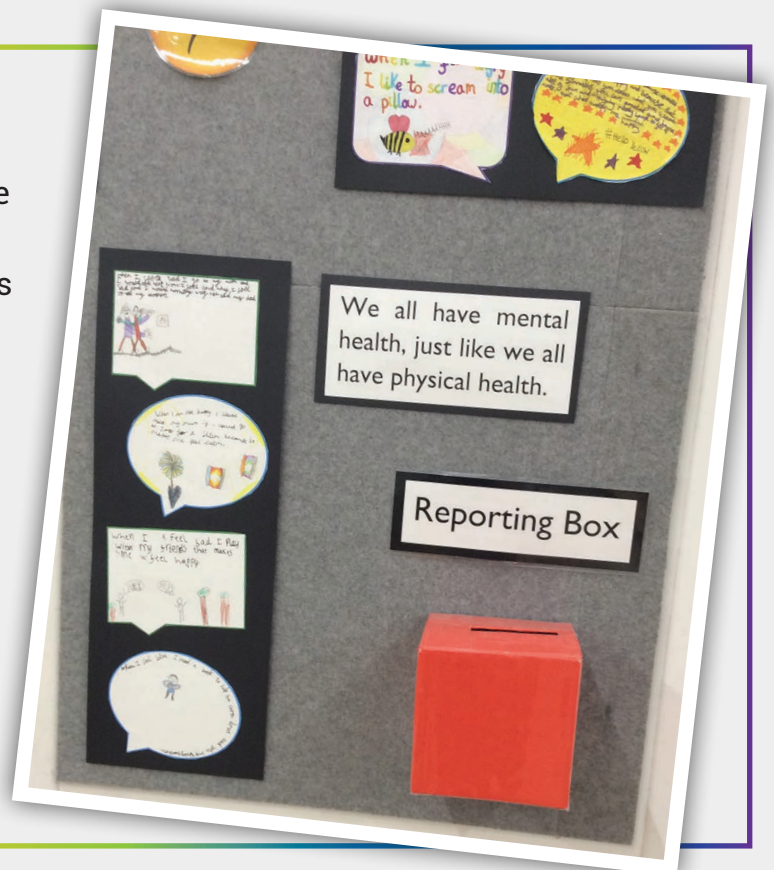
Pupils should be made aware of the prejudice-related incident procedure through circle time and class assemblies and encouraged to report all incidents, being reassured that they will be taken seriously.

Worry boxes can be made available in classrooms for pupils who do not want to speak directly to a member of staff.

Case Study:

Dulwich Hamlet Junior School, Southwark has created school reporting boxes which are checked regularly.

This has helped pupils to report any concerns about HBT bullying or their own wellbeing in a safe and non-threatening way.





Note: These procedures may form part of the school's Anti-Bullying Policy; however it is important that all incidents are picked up, including those which are a one-off, or do not have a direct target.

1. Recognising Incidents

This should start with a clear definition. The working definition of a prejudice-related incident, is:

'A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person'

This definition has been derived from the Stephen Lawrence Enquiry definition of a racist incident and has been adopted by the police when considering hate incidents.

Using this definition ensures that every incident is picked up, even where the perpetrator did not intend to cause hurt. Importantly, it ensures that people are listened to. Pupils and staff are more likely to speak up about prejudice if they know that they will be taken seriously.

"Working with this definition has made a big difference in the school, and it brings the way we deal with incidents in line with other safeguarding procedures. We previously thought that we didn't really have any homophobic incidents, but when we reflected using this definition, we realised that there were incidents occurring that we were not dealing with in the right way."

Primary School, Dagenham

2. Effective Challenge

Where a member of staff has witnessed an incident, the language or behaviour should be challenged at the time. The aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be educational and restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

How a challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. Scripts can be useful in giving staff the confidence to challenge. Some sample scripts are below:

Institutional Response

- The school policy says that we are all responsible for making this a safe place for everyone. That kind of language is homophobic and makes people feel unsafe. Therefore, it is unacceptable.
- In our school we treat everyone with respect and when you use 'gay' like that, it is disrespectful of gay and lesbian people.
- It's important that at this school people feel able to be themselves and do things that they enjoy, so we don't say that they shouldn't do something because they are a boy/girl.

Reasoning and Enquiry Questions

- What do you think that word means?
- What makes you think that?
- How would you feel if someone spoke about you in that way?
- Do you realise that what you said is transphobic?
- Can you explain what you mean by calling that 'gay'?
- That word is an insulting term for someone who is transgender. Do you know what it means to be transgender?
- Do you know what a gender stereotype is? Can you think of why some people might feel uncomfortable and disrespected when they hear them at school?

Personal Response

- I'm not happy with what you said.
- Transphobic language offends me. I don't want to hear it again.
- What you've said really upsets me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such homophobic language.

Case Study: Whole School Scripts - Starks Field Primary School, Enfield

The use of the word 'gay' as a derogatory term to describe things that are bad or rubbish is common in many schools. A whole school script can be used to ensure that this language is always challenged appropriately

Starks Field Primary adopted the following script:

"At our school, we don't use the word gay in an unkind way towards anyone. We don't use the word gay to mean something is rubbish or uncool. Being gay means when a man is attracted to and loves another man or when a woman is attracted to and loves another woman. It is okay to be gay. We are all different and unique and we accept and are respectful to everyone at Starks Field Primary School. It's great that we are all different! Wouldn't our community be boring if we were all the same? Remember to be kind to everybody and help make them feel safe."

All staff received training on how they should recognise and respond to incidents and use the script. The head teacher introduced the script in a whole school assembly and allowed the young people to ask questions about it. Copies of the script were then made into posters and displayed around the school.



3. Recording Incidents

The incident should be logged by the member of staff who first becomes aware of it on a prejudice-related incident form, or directly onto an online monitoring system such as SIMS or CPOMS.

A sample recording form is below:

Details of prejudice-related incident		
Name & role of person reporting the incident:		
Date/location of incident:	Date:	Location:
Victim's name/class/year:		
Type of incident: (Tick applicable category/categories)	Homophobia: Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.	Sexism: Prejudice or negative attitudes, beliefs or view about someone based on their sex.
	Transphobia: Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender.	Disability or health condition: A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.
	Racism: Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origins.	Islamophobia: Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.
	Biphobia: Prejudice or negative attitudes, beliefs or view about bisexual people.	Other (specify):

Names of people who have been informed:		
Person who committed the offence: (Include their name/class/ year (if pupil))	Pupil:	Teaching staff:
	Visitor:	Parent:
	Other staff:	Governor:
	Other (specify):	
Description of the incident:		
Was this a physical or a verbal incident?		
Were physical injuries sustained? If yes, specify the extent and to whom:		
Names of other people involved, including bystanders:		
Has the offender been involved in previous prejudice -related incidents? If yes, please provide details:		

<p>Level of severity of the incident. Please circle on scale.</p>	<ol style="list-style-type: none"> 1. No offence was intended or taken. 2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated. 3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable. 4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.
<p>What action will be/has been taken?</p>	
<p>What measures are in place to prevent a similar incident from occurring again?</p>	



Note: The recording system should have separate categories for all the protected characteristics to allow data to be analysed, patterns and learning needs to be identified, and to show that all types of prejudice are taken seriously by the school.

Using a scale to show the severity of the incident helps to create a clearer picture of what is happening in the school and is reassuring to staff who may otherwise be reluctant to record an incident that was not perceived to be intentional.

4: Investigation Undertaken

Investigations should be undertaken by a member of the Senior Leadership Team.

Parents/carers should be informed.

Both perpetrator and target need to be provided with a fair hearing and given the opportunity separately to fully explain the incident, ensuring privacy for discussion and using a calm and non-confrontational approach.

Witnesses should give statements to inform the investigation.

The decision should be explained: why the incident was prejudice-related if the investigation proves it to be, or the reasons why it was not prejudice-related if that is the outcome.

5. Response Decided

All parties need to understand what is being done to address the incident and the reasons behind this.

Follow up meetings should be held with the perpetrator and target after an agreed time period, to inform them of further actions taken and provide opportunities for additional support if required.

Where appropriate, both parties should be brought together to give them a chance to be involved in resolving the situation and the perpetrator should be provided with the opportunity to take responsibility for their actions and to take action to try to repair the harm that they have caused.

Curriculum opportunities should be provided for (all) pupils to develop their understanding of prejudice and discrimination.

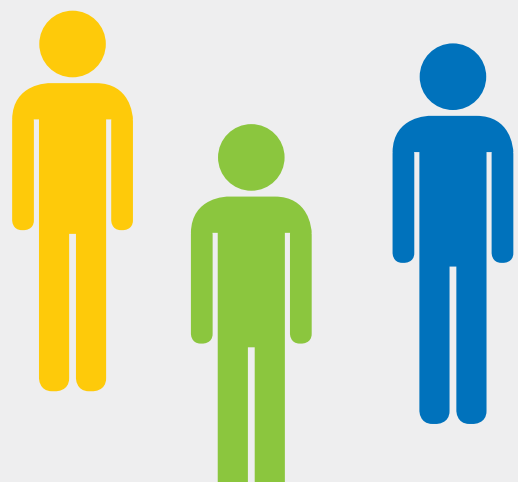
Targets and parents have a right to refer cases to the police and all parties have a right to appeal to the Governing Body.



Note: Termly meetings should be held by the school's Equalities Group/SLT to discuss incidents, look at patterns and decide further interventions.

Incidents Perpetrated by Staff Members

All incidents should be reported to a member of the leadership team immediately. The incident should be logged and investigated by the Head Teacher or Assistant Head. Incidents of discrimination, harassment and victimisation should be treated in line with the school's Equality and Diversity Policy and Disciplinary Procedure.



Equality, Diversity and Inclusion Checklist

Some of the changes outlined in this pack are out of individual teacher's control and it can feel as though there is little that individuals can do. However, there are small changes that all educators can make in order to create more inclusive settings. Teachers' involved in the Free to Be project found this reflective checklist useful in helping them to provide the safe and inclusive environment that all pupils deserve.

Policies and Procedures - seek out and become familiar with school policies and procedures which relate to:

Equality

Anti-bullying

Recognising and responding to prejudice-related incidents

Community cohesion

Spiritual, Moral, Social and Cultural development

Safeguarding

PSHE

Relationships (and Sex) Education

Fundamental British Values

Personal Conduct

Ensure that you know the correct words to use to be able to discuss issues of LGBT+ equality and identity.

Avoid jokes which target aspects of people's identity.

Use LGBT+ inclusive and gender-neutral language.

Be aware of the harmful impact of stereotypes and assumptions.

Reflect on your perceptions of different groups.

Have high expectations of all pupils.

Be aware that no-one comes to the classroom from a culturally neutral background, value difference.

Supporting pupils

Find out how pupils prefer to be addressed and how to pronounce their names.

Find out individual pupils' learning and personal needs.

Be aware and respectful of different family make-ups amongst pupils and that pupils or pupils' family members may experience their gender in different ways.

Provide opportunities for pupils from different backgrounds to interact and learn together.

Work with pupils to create ground rules for the classroom.

Effectively challenge prejudicial attitudes and behaviours.

Ensure that all pupils and parents/carers know that if they have a worry or concern they can speak with you.

Provide a box in the classroom where pupils can write down concerns if they are too nervous to speak to someone about it.

Ensure that pupils know about the school's approach to LGBT+ equality and what they should do if they see or witness homophobic, biphobic or transphobic bullying.

Resources

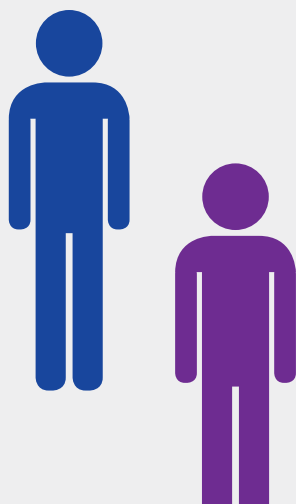
Provide opportunities for learners to encounter a wide variety of role models, including those who do not conform to stereotypes and those who the young people do not regularly encounter in the local community.

Celebrate the contributions of people of a variety of LGBT+ identities.

Monitor resources for stereotypes and assumptions.

Explore alternative ways to deliver material to make it inclusive and accessible to learners.

Ensure that displays and resources reflect people from a wide range of different groups, families, genders and backgrounds.



Further Resources

All Sorts Youth Project LGBTQ+ Inclusion Resources

<https://www.allsortsyouth.org.uk/resources/toolkits-booklets-guides>

Brighton and Hove Council and All Sorts Youth Project Trans Inclusion Toolkit

[https://present.brighton-hove.gov.uk/Published/C00000164/M00003427/AI00026905/\\$Item79Appendix1TransgenderToolkit.docA.ps.pdf](https://present.brighton-hove.gov.uk/Published/C00000164/M00003427/AI00026905/$Item79Appendix1TransgenderToolkit.docA.ps.pdf)

Crown Prosecution Service's Hate Crime Schools Project: Lesbian, Gay, Bisexual and Trans+ Hate Crime

<https://www.cps.gov.uk/hate-crime-schools-project-lesbian-gay-bisexual-and-trans-hate-crime>

EqualiTeach's Outside the Box Guide for Educators

<https://equaliteach.co.uk/wp-content/uploads/OUTSIDE-THE-BOX-FINAL.pdf>

Free2be Alliance <https://free2b-alliance.org.uk/>

Gendered Intelligence Resources for Young Trans People

<http://genderedintelligence.co.uk/support/trans-youth/resources>

Gendered Intelligence Guide for Parents and Families of Young Trans People

<http://genderedintelligence.co.uk/families/resources>

GLSEN Developing LGBTQ+ Inclusive Classroom Resources Activities

<https://www.glsen.org/sites/default/files/LGBT%20inclus%20curriculum%202014.pdf>

LGBT+ History Month <https://lgbtplushistorymonth.co.uk/>

Mermaids <https://mermaidsuk.org.uk/about-us/>

PSHE Association -LGBT+ Inclusion Resources <https://www.pshe-association.org.uk/lgbt-consortium>

Schools Out http://www.schools-out.org.uk/?page_id=159

Stonewall Families and Relationships – Lesson Plans for Primary Schools

<https://www.stonewall.org.uk/resources/families-and-relationships-lesson-plans-primary-schools>

Stonewall LGBTQ+ Inclusive Primary School Book List

<https://www.stonewall.org.uk/resources/primary-school-book-list>

Stonewall Primary Best Practice Guide 2018

<https://www.stonewall.org.uk/resources/primary-best-practice-guide-2018>

Stonewall Getting Started – A Toolkit for Preventing and Tackling homophobic, biphobic and transphobic bullying in primary schools

https://www.stonewall.org.uk/system/files/getting_started_toolkit_-_primary.pdf

Stonewall – Ten Steps to tackling homophobic, biphobic and transphobic language in your school

https://www.stonewall.org.uk/system/files/hbt_language_final_low_res.pdf

<https://www.stonewall.org.uk/resources/families-and-relationships-lesson-plans-primary-schools>

The Proud Trust – LGBTQ+ Inclusive Resources <https://www.theproudtrust.org/resources/>

LGBT+ Inclusive Resources for Faith Schools:

Church of England Education Office – Valuing All God's Children

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Catholic Education Service and St Mary's University Twickenham London – Made in God's Image

http://www.catholiceducation.org.uk/images/CES-Project_Homophobic-Bullying-Booklet_JUN18_PROOF-9.pdf

Office of the Chief Rabbi and Keshet UK – The Wellbeing of LGBTQ+ Pupils

<https://chief Rabbi.org/wp-content/uploads/2018/09/The-Wellbeing-of-LGBT-Pupils-A-Guide-for-Orthodox-Jewish-Schools.pdf>

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Background to EqualiTeach

EqualiTeach is a nationwide not-for-profit equality and diversity training and consultancy organisation, which inspires and empowers people to create equal, diverse and inclusive environments where everyone feels safe, valued and able to succeed.

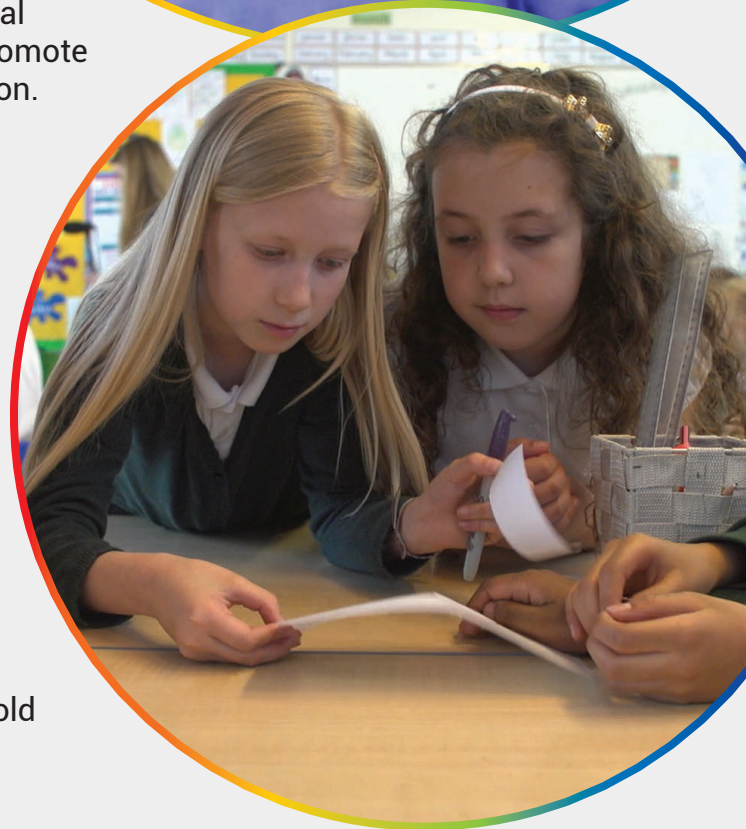
We deliver:

- **Workshops for Young People:** Interactive workshops for young people in KS2- KS5 exploring issues such as racism, Islamophobia, homophobia, sexism, disability discrimination and anti-immigrant sentiment.
- **Training for Educators:** Training for teachers, trainees, support staff, senior leadership teams and governors, to help promote equality and tackle discrimination in their settings.
- **Classroom Resources:** Free to download educational resources for teachers to use in their settings to promote equality, celebrate diversity and tackle discrimination. Early Years - KS4.

For further information about our work, please visit:
www.equaliteach.co.uk



EqualiTeach has also launched the Equalities Award by EqualiTeach. The Equalities Award is an online audit tool designed to support schools to effectively promote equality, diversity and inclusion and allow them to showcase their commitment to equality. To find out more about achieving a Bronze, Silver or Gold Award for your school, please visit www.equalitiesaward.co.uk.



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