Celebrating Diversity

Inclusive schools for sexual orientation and gender identity

Self-evaluation checklist
2020

PENNINE LEARNING

Introduction

One of the most important duties in a school is to provide a safe, inclusive and tolerant learning environment for all pupils. However, perhaps because of uncertainty and anxiety, many schools find it particularly challenging to engage with lesbian, gay, bisexual and transgender issues.

This matters at **primary school** level. Of course this is *not about inappropriate discussion of sexual activity* but about nurturing tolerance and understanding of difference and diversity. There are different families in every school. A significant proportion of children will grow up, in due course, to realise they themselves are gay or lesbian. It is often during the primary school years, including KS1, that children are conscious of their assigned gender identity not sitting easily with their own feelings. All pupils will work as adults with people who are different from them. The atmosphere and ethos of their primary school can support or handicap them on that journey.

At **secondary level**, students' own sexual orientation and gender identity will be emerging more clearly. It is vital that all young people feel included, affirmed and supported. Policies, staff awareness, pastoral care and curriculum provision are all key elements in ensuring school is a place of acceptance and nurture, not of secrecy and fear. It is important to recognise that students do not have to be LGBT to experience HBT (homophobic, bi-phobic or transphobic) bullying.

Of course, this is equally true for all learning communities, including those with a faith foundation. The Church of England underlined the duty on **church schools** to challenge homophobia in a report from the Archbishops' Council, 'Valuing All God's Children' (2014).
As well as the **moral imperatives**, this work is right in line with schools' obligations to promote **fundamental British values** of tolerance, respect and equality. It is a key aspect of safeguarding pupils. Advice from **Ofsted** and legal duties under the **Equality Act** underline the centrality of this issue for all schools: primary and secondary; maintained and academy; church and community. Ofsted's 2012 report, 'No Place for Bullying' highlighted the difference between pupils' experiences and staff perceptions. Even though this document is now a few years old, its comments remain relevant and important. 'Pupils could give a range of examples of disparaging language that they heard in school…. Homophobic language was frequently mentioned. In contrast, staff often said that they did not hear any of this type of language in a typical week. Few schools had a clear stance on the use of language or the boundaries between banter and behaviour that makes people feel threatened or hurt.'

But from a positive point of view, facing these issues and experiences positively helps to nurture a caring and achieving community. As the same report said, staff training was at the heart of this. 'Where staff had received training, the majority felt that this had been very effective in helping them to tackle issues around bullying. However, around a third of staff surveyed thought that they still needed more help to feel really confident. Staff felt least confident in terms of tackling prejudice-based language.'

Sources of Support

YOUTh LGBT Youth   Group for LGBT young people (11-24) in Huddersfield on Wednesdays at 3.45pm – workshops, activites and advice. 121s with young people and families are also available. contact LGBT Youth Worker on 01484 469691, 07780 302843 or info@thebrunswickcentre.org.uk. Further information can be found at https://www.thebrunswickcentre.org.uk/services/youth

Positive Identity   Group and support for LGBT young people (12-18) in Calderdale run by Barnardo's Positive Identity Service – www.identitylgbtgroup.com

Teaching and training resources

Staff Training

We can offer staff awareness training and support for schools in developing a positive approach to inclusion for all, including LGBT pupils. For further details contact Ian Ross through learning@kirklees.gov.uk or elsewhere enquiries@penninelearning.com.

Stonewall resources

Stonewall produces a wide range of resources and support activity – for full information look at their website (stonewall.org.uk) or contact education@stonewall.org.uk. Kirklees subscribes to the Education Champions programme which gives access to support and advice.

Audit

The Audit is designed around seven key questions. They are not key stage specific and can be adapted to primary and secondary sectors in an age-appropriate way.

1. **Recording**. How is information about HBT (homophobic, bi-phobic and transphobic) incidents collected, recorded and used?
2. **Policies.** Do policies promote equality and challenge prejudice, including homo or trans phobia?
3. **Culture, Ethos and Leadership.** Is there a culture of dignity and equality with sustained and effective leadership?
4. **Partnership.** How does the school work in partnership with its community and stakeholders?
5. **Training.** Are all members of staff trained and confident to challenge homophobia, transphobia and prejudice?
6. **Curriculum**. Does teaching and learning recognise and appreciate diversity?
7. **Welfare.** How does the school promote and support the welfare of LGBT pupils, families & staff?

Each section has a series of sub-questions derived from 'Exploring schools' actions to prevent homophobic bullying' (Ofsted 2013), No Place for Bullying (Ofsted, 2012), the Equality Act (2010) and other supplementary questions.

The grid is designed to be self-evaluation tool for your school and a way of highlighting priorities and progress.

- The first column contains statements that support the overall question.

- In the second column you can evaluate your present position, possibly using a red, amber or green colour coding. This will help you to focus on priorities.

- In the third column briefly outline evidence or present provision, and, as appropriate include a note about impact .

- In the fourth column list some priorities for future development. The key ones will form part of your school or department improvement plans and built into the planning and review cycle. Of course any good plan will be ambitious but will also focus on just a few key objectives at a time.

RECORDING How is information about HBT incidents collected, recorded and used?			
Issue or concern	*Evaluation*	*Evidence/present practice* *Examples of present provision and link to any documents or policies*	*Priorities* *Include, where applicable, timescale and responsibility*
Recording Incidents of homophobic, bi-phobic or transphobic language, attitude or behaviour are **specifically recorded. All members of staff know the procedures for doing this.** School leaders are informed and **aware** of instances of homophobic or transphobic language in school, including against staff *Analysis and response* Information is **analysed** to see patterns and trends and school leaders act on this information **Governors** require analysis of bullying and the actions taken to be included in the head's report? They challenge and support the school accordingly			

POLICIES

Do policies promote equality and challenge prejudice – and specifically HBT prejudice?

Issue or concern	Evaluation	Evidence/present practice	Priorities
Policies Policies promote **safety for all pupils** regardless of sexual orientation or gender identity, including use of language. They are reviewed using empathy and perspectives of LGBT young people and staff. There is **specific mention of gender identity and sexual orientation (including perceived orientation and identity)** in appropriate policies and protocols, such as safeguarding. **Understanding of policies** All members of staff are aware of the policy requirements specifically related to LGBT issues. Senior leaders are confident that all members of staff implement the letter and spirit of these policies.			

CULTURE, ETHOS AND LEADERSHIP

Is there a culture of dignity and equality with sustained and effective leadership?

Issue or concern	Evaluation	Evidence/present practice	Priorities
Leadership There is a **shared commitment** and priority to promoting equality, including LGBT issues, led by all senior leaders and the governing body **Values and ethos** The school has a **set of clear, inclusive values** that are understood and lived by all members of the school community. Members of staff consistently model this. **Assemblies, collective worship and other opportunities** such as LGBT History Month are used to address issues of prejudice or homophobia in an age appropriate way.			

PARTNERSHIP

How does the school work in partnership with its community and stakeholders?

Issue or concern	Evaluation	Evidence/Present practice	Priorities
The school **informs and consults parents** about their values and work in challenging HBT attitudes, through a variety of channels and occasions The school works with **local and national agencies and partners,** sharing and learning from good practice. The governing body independently seeks the **views of pupils, parents and carers and staff** on a regular basis to evaluate the effectiveness of the leadership's actions to create a positive school culture for all			

TRAINING			
Are all members of staff trained and confident to challenge prejudice and promote inclusion?			
Issue or concern	*Evaluation*	*Evidence/Present provision*	*Priorities*
Updated training is regularly provided for teaching staff to give them skills and confidence to promote equality including tackling HBT bullying, attitudes and language. Appropriate training is also regularly provided for all other staff including, for example, classroom assistants and midday supervisors. All staff are aware of specific issues and protocols relating to gender identity and transition. Pupils and staff understand the **importance of using inclusive and non-derogatory language.** All members of **staff (teaching and non-teaching) consistently and firmly challenge** inappropriate interactions, including prejudiced incidents or language?			

CURRICULUM

Does teaching and learning recognise and appreciate diversity?

Issue or concern	Evaluation	Evidence/Present practice	Priorities
PSHE The PSHE education & citizenship curriculum progressively includes all aspects of **individual difference and diversity.** Relationships and Sex Education is compliant with all legal requirements, meeting the needs of all pupils and fostering dignity and respect. All pupils 'will have been taught LGBT content at a timely point as part of this area of the curriculum' *(DfE guidance).* **Wider curriculum** The **wider curriculum** includes both deliberate and incidental visibility of diversity, promoting equality and respect for LGBT people in an age-appropriate way. **Equal access** to all activities by LGBT pupils or pupils from LGBT families is monitored and safeguarded.			

WELFARE

How does the school promote and support the welfare of LGBT pupils, families & staff?

Issue or concern	Evaluation	Evidence/Present practice	Priorities
The school has clear and effective protocols for supporting LGBT pupils and those from LGBT families The concerns and needs of LGBT members of staff are listened to by leaders. Their dignity and rights will be clearly defended by school leaders when challenged in any way The school use **national or local resources** to promote understanding and welfare of pupils, parents and staff.			

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