

WEST DERBY SCHOOL



LGBTQ+ POLICY

Review cycle	Annually
Last reviewed on	20/12/2022
Approved on:	16/10/2024
Next review date:	31/12/2025
Approved by:	S Graham (Headteacher)

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Appropriate measures
5. Prejudicial bullying

Statement of intent

All pupils at West Derby School are entitled to a full-time education that is free from discrimination and harassment, regardless of their sexual orientation or gender identity. The learning environment in which our pupils engage should be supportive, safe and welcoming to all pupils, regardless of their sexuality and gender. Equally, all staff are entitled to a safe and welcoming workplace in which they are not discriminated against or treated unfairly. The school will celebrate all staff and pupils regardless of their sexuality and gender.

This policy has been created with an aim to consistently reduce stigmatisation and improve the experiences of individuals who identify as lesbian, gay, bisexual, transgender, queer, or other protected identities (LGBTQ+).

The school is committed to valuing, respecting, celebrating and understanding individuals' differing sexualities and gender identities, as well as providing continuous support.

This policy aims to:

- Create and foster a learning environment that is free from harassment and discrimination, regardless of sex, gender identity, sexual orientation or gender expression.
- Promote healthy communication between staff, pupils and parents to support the successful education, development and wellbeing of all pupils, and the inclusion and wellbeing of all staff.
- Adhere to relevant statutory legislation concerning bullying, harassment and discrimination.

All staff, parents/carers and pupils will work together to eradicate any instances of discrimination, harassment or bullying, including any that relates to a person's sexuality or gender identity, in our school.

The school is dedicated to providing appropriate tailored measures of support for any LGBTQ+ individual who should require it.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2011
- DfE (2018) 'Gender separation in mixed schools'

This policy operates in conjunction with the following school policies:

- Public Sector Equality Duty Information and Objectives
- Behaviour (including Anti-Bullying) Policy
- Dignity at Work and Grievance Policy
- Disciplinary Policy and Procedure

Definitions

Please note: everyone's connection to, and labelling of, their identity is an individual, personal matter, so it is important to recognise that different people will have different definitions of their identity that may vary from the definitions provided below. The terms and definitions below are also not an exhaustive list of how LGBTQ+ people may refer to their identities.

The term "**lesbian**" is used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves, and is usually used to describe a woman who is attracted to women.

The term "**gay**" is used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves, and can be used to describe a man who is attracted to men or a woman who is attracted to women.

The term "**homosexual**" is used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves. This term is usually only used in formal contexts. Please note that using the term "homosexual" can be considered offensive due to its social and historical connotations.

The term "**bisexual**" is used to describe a person who is romantically, sexually and/or emotionally attracted to people of more than one sex or gender.

The term "**trans**" is used to describe several identities within the gender identity spectrum other than cisgender men and cisgender women. "Trans" is often used as an umbrella term referring to transgender people, including trans men and trans women, non-binary people, and other non-cisgender identities.

The term "**transgender**" is used to describe a person whose gender identity is different from the sex they were assigned at birth, usually:

- A trans man who was assigned female at birth (AFAB).
- A trans woman who was assigned male at birth (AMAB).
- A non-binary person who was AFAB or AMAB.

The term "**queer**" is used as an umbrella term to describe several sexual and gender identities that are not heterosexual or cisgender. Please note that, as the term "queer" can also be used derogatorily, additional sensitivity may be required when using this term.

The plus (+) in LGBTQ+ is used to represent a number of other identities under the LGBTQ+ umbrella. Some of the identities represented by the plus include:

- **“Asexual”**, a term used to describe a person who does not experience sexual attraction or has low interest in sexual activity.
- **“Pansexual”**, a term used to describe a person who is romantically, sexually and/or emotionally attracted to people regardless of sex or gender.
- **“Intersex”**, a term used to describe a person born with variations in sex characteristics such as chromosomes, hormones, or genitalia that do not fit the definitions of ‘male’ or ‘female’.

The term **“heterosexual”** is used to describe a person who is romantically, sexually and/or emotionally attracted to people of a different sex or gender to themselves, and is usually used to describe a man who is attracted to women or a woman who is attracted to men. This term is usually only used in formal contexts – the more informal term for heterosexual is **“straight”**.

The term **“cisgender”**, often shortened to **“cis”**, is used to describe a person whose gender identity is the same as the sex they were assigned at birth, usually:

- A cis man who was AMAB.
- A cis woman who was AFAB.

The term **“transition”** refers to the process during which a person transitions from the sex they were assigned at birth to the gender with which they identify. This process may involve any of the following actions:

- Living as their gender openly
- Using a name different from their birth name
- Using pronouns different from those associated with the sex they were assigned at birth, e.g. someone who was AMAB using she/her or they/them pronouns
- Wearing clothing consistent with their gender
- Undergoing medical treatment or procedures, e.g. hormone therapy

Please note that transition does not have to involve medical procedures, nor any of the above actions, to be valid or complete, and is defined by the needs and wishes of the individual transitioning.

The phrase **“coming out”** is the process through which an individual, after recognising that they are a member of the LGBTQ+ community, chooses to disclose their identity to others. This can range from coming out to a limited number of people, such as their close friends and family, to expressing their identity openly across their whole life.

LGBTQ+ individuals may also be **“outed”**. This term refers to the process in which an individual’s identity as an LGBTQ+ person is disclosed without their consent. Although this can happen accidentally, e.g. through a conversational error or miscommunication, people are often outed on purpose for malicious reasons. Examples of outing can include:

- Revealing explicitly that a person is LGBTQ+ to people who do not know this – for example, telling a pupil’s parents, teachers, or friends that the pupil is LGBTQ+, or for a member of staff, telling pupils or other staff.
- Revealing implicitly or suggesting that a person is LGBTQ+ to people who do not know this – for example, using a trans person’s correct pronouns in front of other people before they have come out, or referring to a lesbian, gay, or bisexual person’s partner before they have come out.

- Revealing explicitly or implicitly that a person is LGBTQ+ on a public platform, e.g. social media.

Roles and responsibilities

All members of the school community will be responsible for:

- Respecting all individuals' right to express their identity.
- Respecting all individuals' right to privacy and not disclosing a person's LGBTQ+ identity to any pupils, staff, parents or third parties without their permission.

The Trust Board will be responsible for:

- Review and approval of the school's Behaviour and Anti-Bullying Policy.
- Monitoring incidents of HBT bullying on a termly basis.
- Review and approval of the school's Dignity at Work and Grievance Policy/Procedure

The Headteacher will be responsible for:

- Ensuring support is available for pupils and staff.
- Reviewing and amending this policy, considering new legislation, new and updated government guidance, and previously reported incidents to improve procedures.
- Keeping a record of any reported incidents and working to put measures in place that prevent these reoccurring.
- Ensuring that amendments are made to the management information system (MIS) to reflect the names individuals use.
- Ensuring that staff and pupils know and use the correct names and pronouns for all individuals.
- Adopting secure controls on sensitive personal data, ensuring all data is accurate, secure, and is processed fairly and lawfully.
- Developing a response for when an LGBTQ+ individual comes out, is outed, or experiences bullying.
- Ensuring that appropriate support is made available for LGBTQ+ individuals who require immediate interventions, parental assistance (where appropriate) and/or personal counselling.

All staff will be responsible for:

- Being alert to possible harassment of LGBTQ+ pupils and staff, both inside and outside of the school, and dealing with incidents of harassment and discrimination as the highest priority.
- Ensuring they meet the unique needs of LGBTQ+ pupils and colleagues and assessing any measures put in place on a case-by-case basis.
- Conducting themselves in a way to ensure LGBTQ+ individuals feel safe, celebrated and comfortable at school, e.g. ensuring they use the correct pronouns.
- Teaching pupils about diversity and difference and explaining the importance of respecting and understanding of others.

The DSL and Deputy DSL will be responsible for:

- Ensuring staff understand how to react to instances of prejudice-related bullying.

- Reviewing the relevant school policies and procedures to ensure they cater for the individual needs of LGBTQ+ people.
- Conducting meetings with LGBTQ+ pupils if and when the pupils feel necessary, to ensure they feel safe and happy at school.
- Being a supportive and informative professional for LGBTQ+ pupils' families, to help them understand and support the pupils in question.

The pastoral staff will be responsible for:

- Conducting meetings with LGBTQ+ individuals as needed to ensure they feel safe and happy at school.
- Providing LGBTQ+ individuals with information and guidance on where they can seek specialist advice and support.
- Ensuring all staff understand the mental health difficulties that LGBTQ+ individuals may face.
- Liaising with staff and the Headteacher to establish support mechanisms to help LGBTQ+ individuals during day-to-day school life.

Pupils will be responsible for:

- Treating their peers and school staff with respect.
- Reporting any prejudicial incidents to a responsible adult.
- Adopting an understanding and open-minded attitude to difference.

Appropriate measures

Absence

In line with the school's Attendance Policy (Pupils) and Staff Absence Policy, the school will make reasonable adjustments to accommodate absence requests for support and/or treatment of LGBTQ+ individuals by external sources, e.g. medical treatment for trans individuals.

Absences will be recorded accurately and sensitively to protect the individual's privacy.

Prejudice-related bullying

Any incidents that occur will be reported to the Headteacher and recorded in line with the Anti-bullying Policy for pupils or the Dignity at Work and Grievance Policy for staff.

Teaching related to gender identity, sexuality and the LGBTQ+ community will be incorporated into PSHE lessons, age-appropriate RSHE lessons and designated school to help promote an accepting, understanding attitude and prevent prejudice-related incidents. Teaching related to LGBTQ+ matters will also be included elsewhere in the curriculum where possible, such as Personal Growth Days, to ensure a whole-school approach.

Changing names and gender on documents

The school cannot change the name or gender of an individual on any official documents, e.g. payslips or exam papers, until legal confirmation of the change has been provided to the school. Upon receipt of legal confirmation, e.g. a new passport, the school will change the name of a trans individual on official school documents.

On unofficial documents, e.g. registers, the school will use the names individuals wish to use.

Where appropriate, an appropriate member of the senior leadership team or the child's PPL will discuss with the trans individual if and how they would like to notify others about their name and gender.

At no point will any member of staff disclose information regarding an LGBTQ+ person's gender identity, gender expression or sexuality, unless instructed to do so by the individual, or in the interest of their safety.

Changing schools

The school will employ effective communication as required when an LGBTQ+ pupil is changing schools, e.g. to ensure the new school is informed of the pupil's correct gender if this is different from their legal documentation.

The LGBTQ+ pupil will be referred to the new school's support team to ensure their wishes are accommodated for, and they can raise any concerns.

The school will ensure that the new school works closely with the LGBTQ+ pupil and their family to establish and implement their wishes around confidentiality and adjustments.

Prejudicial bullying

"Transphobia" refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived gender identity, i.e. trans individuals and non-trans individuals perceived to be non-cisgender. Any individual who is described as being transphobic may deliberately and directly harass or disrespect someone who is trans, e.g. by purposely using the incorrect pronouns.

Transphobia can be carried out by intentionally misgendering someone. The term **"misgender"** describes the act of addressing or referring to a person in a way that does not correctly reflect their gender, e.g. by using the incorrect name, pronouns, gender label, or gendered term.

"Homophobia" refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived sexual orientation, i.e. gay individuals and non-gay individuals perceived to be non-heterosexual. Any individual who is described as being homophobic may deliberately and directly harass or disrespect someone who is gay, e.g. by using slurs.

"Biphobia" refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived sexual orientation, i.e. bisexual individuals and non-bisexual individuals perceived to be bisexual. Any individual who is described as being biphobic may directly and deliberately harass someone who is bisexual, e.g. by suggesting bisexuality is "a phase".

The school will not tolerate prejudice-related bullying of any description. Transphobic, homophobic and biphobic incidents are often emotionally harmful and must be dealt with as seriously as other bullying incidents. All transphobic, homophobic, and biphobic incidents should be tackled in a way that centres on supporting the victim and managing any future incidents of anti-LGBTQ+ behaviour.

Bullying someone based on their perceived or actual identity, gender, sexuality or behaviour is discriminatory and will be handled in accordance with the school's Anti-bullying Policy and Behaviour Policy for pupils, or the school's Grievance Policy and Disciplinary Policy and Procedure for staff.

The school recognises that those who are victims of bullying related to LGBTQ+ prejudice may not identify as LGBTQ+.

Any occurrence of prejudice-related bullying will be reported to a member of staff, who will raise a concern with the Headteacher. This will be done in line with the school's Dignity at Work/Grievance Policy if the incident involved a member of staff.

The Headteacher will decide whether it is appropriate to notify the police of the incident and the school's response.

Pupils and staff will be informed that prejudicial language will not be tolerated inside or outside of the school.

The school will ensure that there are private spaces available within the school for individuals to discuss concerns, if they feel that they are, or someone else is, being bullied because of their gender, gender expression, gender identity or sexual orientation.

Should an incident occur, the perpetrator will be informed that this behaviour will not be tolerated, and will be encouraged to reflect on the way their behaviour affects others. Pupils will be reprimanded in accordance with the Behaviour Policy. Staff will be reprimanded in accordance with the Disciplinary Policy and Procedure.

If a pupil persists with prejudicial bullying in a classroom, the classroom teacher will remove the pupil and discuss the behaviour in further detail with the Headteacher, who will decide which sanctions are necessary. This may include inviting pupils' parents/carers to discuss the matter.