



Diversity Role Models

Embracing difference, ending bullying



Aims

- To understand the importance of LGBT+ inclusion in education
- To understand how to support LGBT+ young people
- To gain practical ideas in being an LGBT+ inclusive school

Recap: What is the difference between...

- 1) Gender identity and sex assigned at birth?
- 2) Gender expression and sexual orientation?
- 3) Sexual attraction and romantic attraction?

Why should schools be inclusive?

Moral obligation

Statutory
obligations

Ofsted

LGBT+ inclusion

What does your school do well on LGBT+ inclusion?

What never helps?

Name
calling/hbt
language

Rumours &
gossip

Sexualised
language or
inappropriate
questions

Avoiding
and
excluding

Physical
bullying

Threat of
being outed

Compared
to LGBT
celebrities

Misnaming
or wrong
pronouns

Consistent Challenge

- Any incidents must be taken seriously and logged as HBT
- Review incidents and trends
- Behaviour procedures must be followed
- Language must be challenged by all staff

HBT Language

Shemale Sissy
Dyke That's lez-cunt
Hemaophrodite Pansy
misgendering He-she
Muncher Fag batty boy
freak
Transbullshit gay lezbo
Special man snowflake Battyboy
Rug Bent Deadnaming
Homo Tranny
Dyke Lezzar Fairy
Faggot

- Language is inconsistently challenged by staff
- Not enough is done to educate about the impact of this language

Follow Up

- **Educate** – explain why it is offensive. i.e. they are using these terms to describe something as bad, rubbish, worthless, without value - as if being gay means the same thing).
- **Challenge** - pupils must see that it is challenged consistently if they are to stop using it
- **Monitor** – schools should log all incidents and review trends
- **Sanction** if necessary
- **Empower** – children challenge it themselves

Consistent
challenge

- Responsive
- Follow policy

Prevention

- Proactive
- Education



Embed LGBT+ Inclusion

Policy &
procedures

Educate
Parents

Calendar,
Displays and
Assemblies

Pupils voice
& peer
leaders

Curriculum

Staff
confidence

External
agencies and
PTA etc.

Scenario

You're stood in the playground before school. A parent approaches you, concerned about the work that the school are carrying out on diversity. "Why is the school teaching my child to be gay! This is not what I send my child to school for."

How do you deal with the situation?

Responding to parental concerns

- **This work is about teaching core values of kindness, respect & equality, not teaching children to be gay**
- The Equality Act 2010 and Ofsted both place duties on schools to tackle LGBT-based discrimination and promote equality

Positive Strategies for Parental Engagement

- Clear communication and addressing misconceptions
- Evidence of need e.g. pupil survey, Ofsted
- Meetings and workshops for parents
- Share the impact of the work and why students value it
- How the work aligns with school values

What key issues might someone who is transgender face in school?

Guidance

- Child centred approach – ask what support they need
- Respect pronouns and names
- Be conscious about how you address groups e.g. ‘come on boys’
- Adapt uniform list to be gender neutral
- Consider some (not necessarily all) non-gendered toilets
- Nominate a member of staff to be a trans specialist
- Offer support in educating other students, disseminating information
- Tackle transphobic language and bullying and prevent it through education and celebrating diversity of gender identity

Quick Wins

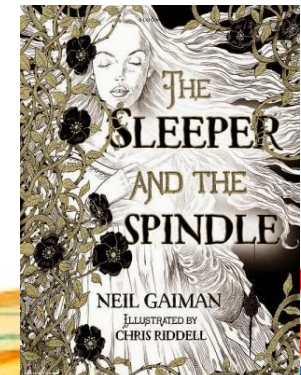
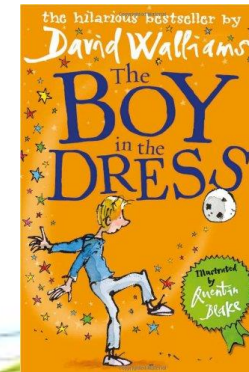
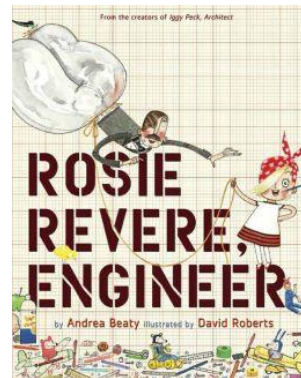
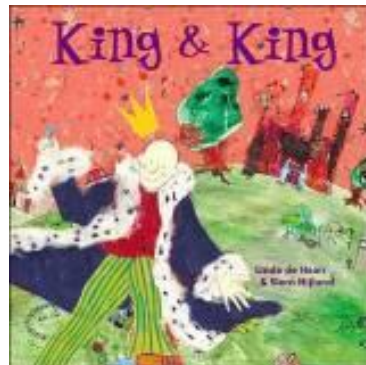
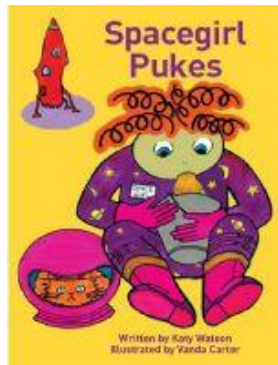
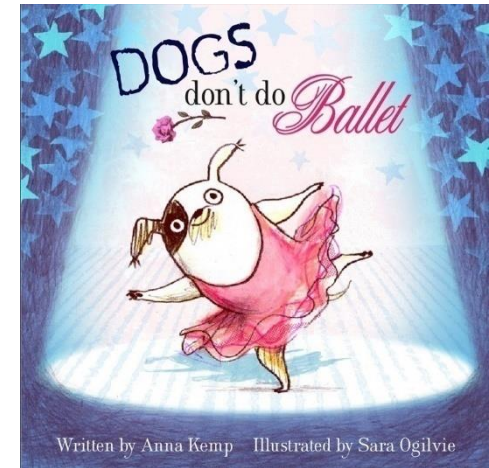
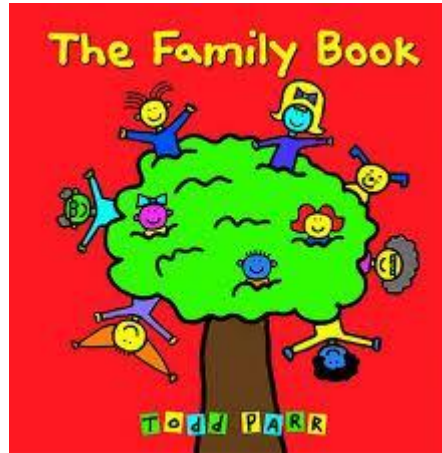
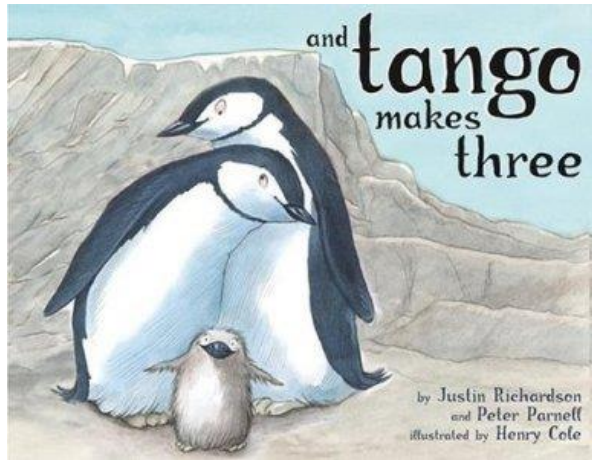
1. Visible staff allies - lanyards, stickers on doors
2. Consistent challenge to hbt language
3. Posters and inclusive displays
4. Assembly or form time on sexuality/gender identity e.g. Pride
5. Consult with students – survey, focus groups, council
6. Be mindful of your language – ‘come on girls’

Curriculum

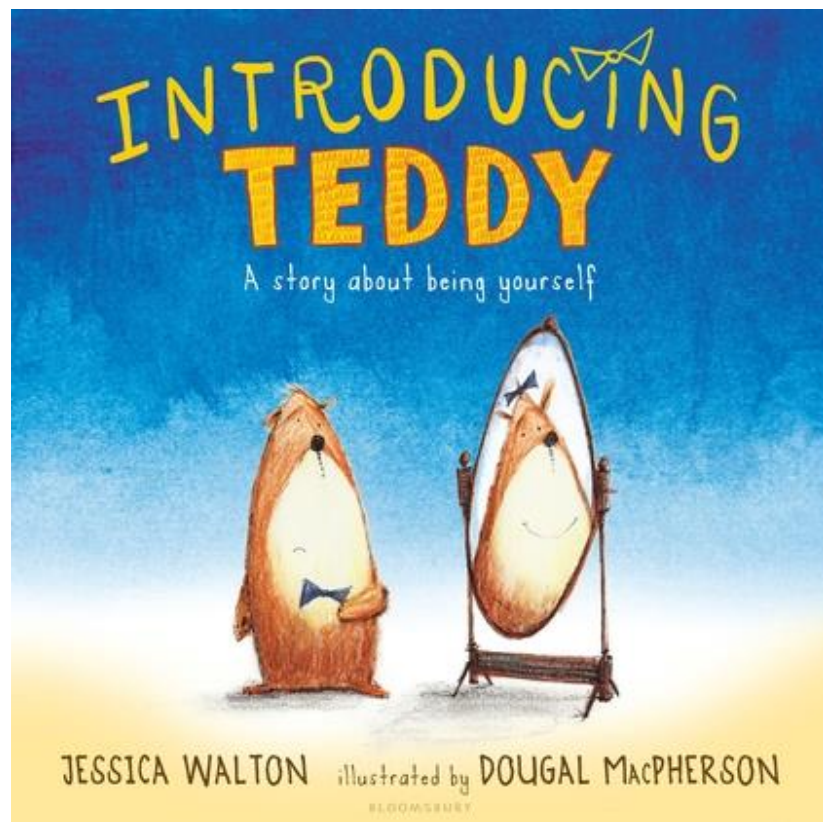
How can you make your classroom more LGBT+ inclusive and celebrate diversity more widely?



Useful Books

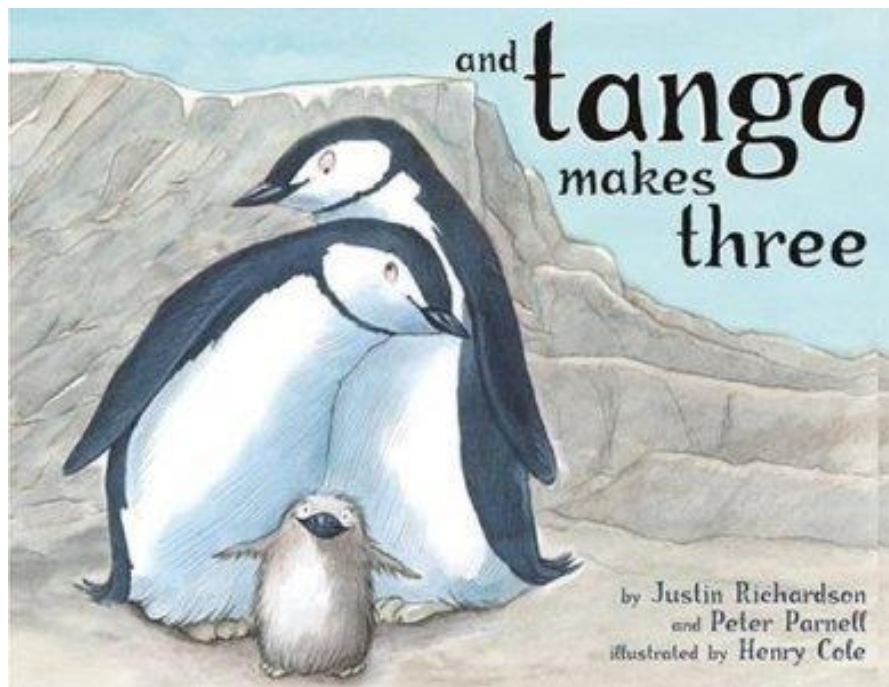


Resources



- Share this book with the class. *Why was Teddy feeling sad at the start of the book? How did Errol support her? How did Tilly feel by the end? What are the key messages of this book?*

Resources



- Share this book with the class. *What is special about Roy and Silo? How do they make good parents? What does Tango need to grow up safe and happy? What do **you** need to grow up safe and happy?*

Shh Silence Helps Homophobia



SHH!
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HELPS
HOMOPHOBIA



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Student Voice

How can student voice be represented in inclusion work?

- Equality Group (safe space, campaigns, focus group)
- Curriculum audit
- Student consultation on PSHE/RSE curriculum
- Consultation on policies and ethos
- Student survey to understand issues and good practice
- Student led activities e.g. assemblies for LGBT History Month

Action Planning

- One 'Quick Win' you can implement right away
- Two additional things to work on for next term

Further Support

We will send you:

Resources, Guidance and Support:

- Lesson Plans
- Resource list
- Glossary
- Ideas to embed LGBT+ inclusion
- Links to further support

We can also deliver:

- Pupil Workshops
- Parent/Carer Workshops
- Governor Training
- Taff Training
- Student Voice Sessions



Q&A

Thank you!

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