

Grove Street Primary and Nursery School



LGBTQ+ Policy

Date of Policy	November 2021	Due for Review	November 2023
Headteacher Signature		Chair of Governors Signature	

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. In-School Support
5. Appropriate measures
6. Transition plans
7. Prejudicial bullying
8. Communicating with stakeholders
9. Monitoring and review

Appendices

Appendix 1 – Glossary of Terms

Statement of intent

All children at Grove Street 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 in should be supportive, safe and welcoming to gender diversity. Equally, all staff are entitled to a safe and welcoming workplace in which they are not discriminated against or treated unfairly.

This policy has been created with an aim to consistently reduce stigmatisation, and improve the educational integration, of lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, allies, and pansexual (LGBTQ+) individuals.

In all instances, the school will refer to transgender individuals as “trans*” to prevent any form of labelling that may be incorrect or insensitive.

The school is committed to valuing, respecting and understanding individuals’ differing sexual 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 educators, pupils and parents to support the successful education, development and wellbeing of every pupil and member of staff.
- Adhere to relevant statutory legislation concerning bullying, harassment and discrimination.

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

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

1. Legal framework

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

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2011

1.2. This policy operates in conjunction with the following school policies:

- **Attendance Policy**
- **Anti-Bullying Policy**
- **Pupil Code of Conduct**
- **Complaints Procedures Policy**
- **Equal Opportunities and Dignity at Work Policy**
- **Transitioning at Work Policy**
- **Grievance Policy**
- **Staff Code of Conduct**

2. Definitions

2.1. “**Bisexual**” is defined as a man or woman who is romantically, sexually and/or emotionally attracted to people of both sexes.

2.2. “**Gay**” is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex and is usually used to describe a man being attracted to another man. This is also known as being “homosexual”.

2.3. “**Lesbian**” is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex and is usually used to describe a woman who is romantically, sexually and/or emotionally attracted to another woman. This is also known as being “homosexual”.

2.4. “**Queer**” is an umbrella term for sexual and gender minorities that are not heterosexual or cisgender.

2.5. “**Trans***” is an umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.

2.6. “**Transgender**” is defined as an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. An individual may choose to express their trans* identity through a number of means, such as the following:

- Behaviour
- Clothing

- Hairstyles
 - Activities
 - Voices
 - Mannerisms
- 2.7. “**Transition**” is defined as the process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a ‘social transition’ whereby an individual begins to live with their preferred gender identity
- 2.8. “**Coming out**” is the process through which an individual recognises that they are a member of the LGBTQ+ community and may disclose this as their identity to others.

3. Roles and responsibilities

- 3.1. The school will be responsible for:
- Respecting all individuals’ right to privacy and not disclosing a person’s LGBTQ+ status without the individual’s permission at school to any other pupils, staff members or third parties.
 - Developing a response for when a LGBTQ+ individual comes out, is outed, or experiences bullying.
 - Ensuring that appropriate counselling is made available for LGBTQ+ individuals who require immediate interventions, parental assistance (where appropriate) and/or personal counselling, via the ELSA team.
- 3.2. The **governing board** will be responsible for:
- Evaluating and reviewing this policy, and ensuring it is non-discriminatory on an annual basis.
 - Ensuring that other school policies, e.g. the Uniform Policy, are non-discriminatory.
- 3.3. The headteacher will be responsible for:
- Holding regular meetings with LGBTQ+ members of staff to discuss the success of the support in place and feeding this information back to the governing board.
 - Making any necessary and appropriate changes to the support available to ensure the happiness and development of the individual.
 - Conducting regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge of LGBTQ+ issues.
 - Reviewing and amending this policy, considering new legislation and 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 individuals' preferred names.
- Ensuring that staff and pupils understand the individuals' preferred names and the correct pronouns to use.
- Adopting secure controls on sensitive personal data, ensuring all data is accurate, secure and is processed fairly and lawfully.

3.4. All staff will be responsible for:

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

3.5. The 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, e.g. changing rooms.
- Conducting meetings with LGBTQ+ pupils as often as the pupils feel necessary, to ensure they feel happy and safe at school.
- Being a supportive and informative professional for LGBTQ+ pupils' families, to help them understand and help the pupils in question.

3.6. The mental health lead will be responsible for:

- 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 cope with day-to-day school life.

3.7. The ELSA Team is responsible for:

- Incorporating and monitoring support for LGBTQ+ individuals in conjunction with the headteacher.
- Being available to offer support to any LGBTQ+ individuals who require it.

- 3.8. Pupils will be responsible for:
- Treating their peers and teachers with respect.
 - Reporting any prejudicial incidents to a responsible adult.
 - Adopting an understanding and open-minded attitude to difference.

4. In-School Support

- 4.1. In-school support available from the ELSA team.
- 4.2. Members of staff will have the same access to the counselling.
- 4.3. If an individual 'comes out' in a one-to-one situation with a staff member, the staff member will encourage the individual to talk to the SLT to ensure that appropriate support can be arranged.
- 4.4. For LGBTQ+ pupils, the ELSA team will discuss the support available with the pupil and involve the headteacher and their parents where appropriate.
- 4.5. The ELSA team will discuss with the LGBTQ+ individual the following:
- The individual's level of acceptance about their LGBTQ+ identity, exploring their concerns, thoughts, and offering reassurance
 - Ways in which the individual can be supported by the school and externally, if necessary
- 4.6. The ELSA team will ensure meetings are confidential; however, where an individual's safety is at risk, the relevant people will be informed, e.g. the headteacher.

5. Appropriate measures

Absence

- 5.1. In line with our Attendance Policy and Staff Leave of Absence Policy, the school will make reasonable adjustments to accommodate absence requests for treatment and support of trans* individuals by external sources.
- 5.2. All absences will be recorded accurately and sensitively to protect the individual's privacy.

Prejudice-related bullying

- 5.3. Any incidents that occur will be reported to the headteacher and recorded in line with the Anti-Bullying Policy for pupils or the Equal Opportunities and Dignity at Work Policy and Grievance Policy for staff.
- 5.4. Teaching of gender identities, sexualities and the LGBTQ+ community will be incorporated into PSHE lessons, age-appropriate RSE and designated school assemblies to promote an accepting, understanding attitude and prevent prejudice-related incidents. Teaching will also be included elsewhere in the curriculum where possible, to ensure a whole-school approach.

- 5.5. The school will ensure resources are available in the school library regarding LGBTQ+, sexual orientation and gender identities that are relevant and appropriate for pupils of different school ages.

Single-gender activities

- 5.6. The school will avoid providing activities that are only specific for one gender, e.g. only providing dance classes for female pupils. We will ensure that varied programmes are available and suitable for all.

Terminology and language

- 5.7. Pupils will be educated on inappropriate language and name-calling, and instances of such will not be tolerated. Incidents will be recorded on CPOMS.
- 5.8. The school will establish which pronouns and terms each LGBTQ+ individual would prefer, and any terms or pronouns that makes them uncomfortable.
- 5.9. A list of LGBTQ+-friendly terms can be found in [Appendix 1](#).

Staff training

- 5.10. All members of staff will undergo training through whole-staff meetings, which will:
- Ensure all staff are aware of, and comply with, current legislation and government recommendations.
 - Ensure all staff are aware of their responsibilities and how they can support LGBTQ+ individuals.
 - Provide support for teachers incorporating gender identity into the curriculum.
 - Provide up-to-date information on terms, concepts and current understandings of gender identity, gender expression, gender diversity and sexual orientation, including in children.
 - Develop appropriate strategies for communication between parents, staff members and pupils about any issues related to gender identity, gender expression and sexual orientation.

Sports and PE

- 5.11. LGBTQ+ pupils will be encouraged to engage in PE and sports in a manner consistent with their preferred gender identity.
- 5.12. The school will carefully manage all PE lessons to prevent any discomfort or discrimination.

Use of toilets and general school environment

- 5.13. The school will ensure that trans* individuals are able to access the toilet and changing facilities that correspond with their preferred gender identity.

- 5.14. Any child who faces discomfort using a shared changing space will be provided with a safe and non-stigmatised alternative, such as curtains or a separate changing schedule.

School uniform and regulations

- 5.15. All pupils have the right to dress in accordance with their preferred gender identity within the constraints of the school's uniform expectations.
- 5.16. Pupils will be encouraged to coordinate their PE kit in accordance with their preferred gender identity, where possible.
- 5.17. Should a trans* pupil be required to participate in a swimming activity, sensitive consideration will be given to swimwear options, which will be discussed with the pupil beforehand.
- 5.18. Members of staff will, in accordance with the Staff Code of Conduct, be encouraged to wear professional clothing that they are comfortable in – no gendered uniform policy will be implemented for staff.

School trips, exchanges and overnight stays

- 5.19. The school will prepare relevant risk assessments prior to any trip. Identified risks to health or wellbeing will be discussed with the LGBTQ+ pupil, headteacher, to establish any necessary measures or adjustments to accommodate for the pupil's needs. Parents will also be invited to join discussions if appropriate.
- 5.20. The school will assess the toilets and washing facilities available on a case-by-case basis to accommodate for trans* pupils' needs.
- 5.21. Before any trip, staff will establish with pupils their expectations concerning how pupils support, treat and include each other, regardless of sexual orientation or gender identity.
- 5.22. The school will ensure that any kit lists will be gender neutral.
- 5.23. The school will discuss participation in physical activities with LGBTQ+ pupils prior to a trip. Parents will also be invited to join discussions where appropriate. If the pupil cannot or does not want to participate, the school will make alternative arrangements where possible.
- 5.24. The following steps will be taken prior to residential trips:
- The school will consider the general hygiene needs of trans* pupils, including washing and reusing binders.
 - Sleeping arrangements will be established by trans* pupils, the headteacher, with all parents being informed in advance of the trip. Wherever possible, the school will ensure trans* pupils are able to sleep in rooms appropriate to their gender identity. In the event where pupils

may not feel comfortable doing this, the school will provide alternative sleeping and living arrangements.

Changing names and gender on documents

- 5.25. 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.
- 5.26. On unofficial documents, e.g. registers, the school will use individuals' preferred names.
- 5.27. Upon receipt of legal confirmation, e.g. a new passport, the school will change the name of a trans* individual on official school documents.
- 5.28. 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.
- 5.29. The school will do everything it can to ensure LGBTQ+ individuals feel safe and welcome at the school.

Local community

- 5.30. The school recognises the need for support out of the school environment and will encourage every LGBTQ+ individual to become involved in an LGBTQ+ group/support network.

Changing schools

- 5.31. The school will employ effective communication when an LGBTQ+ pupil is changing schools.
- 5.32. 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.
- 5.33. 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.

6. Transition plans

- 6.1. When a trans* individual discloses that they wish to attend the school in their preferred gender identity, the school will put a transition plan in place to support the individual.
- 6.2. Trans* members of staff will refer to the Transitioning at Work Policy for more information.
- 6.3. For pupils, the transition plan will be created by the headteacher, in conjunction with the pupil and their parents. If preferred, the pupil may request that their parents are not involved.

- 6.4. The school will seek support from external, professional advisors when devising the transition plan, if necessary.
- 6.5. Pupils' transition plans will include the following items:
- How the plan employs relevant school policies and procedures – in particular the school's Anti-Bullying Policy and Behaviour Policy
 - Procedures for each stage of the pupil's transition, including a time frame for each aspect of transition and the support required, to ensure they are happy with the school environment.
 - How the pupil wants their transition to be communicated to the school community – particular consideration will be given to preventing transphobic bullying and ensuring a positive culture is created
 - Whether it is necessary to communicate the pupil's transition to parents of other pupils at the school
 - The date of the transition as identified by the pupil – this is the first day of the gender presentation, pronoun usage and name
 - The pupil's wishes for use of toilet and changing facilities
 - The processes that will ensure the pupil's preferred pronoun and name will be in place on required documents on the date of their transition

7. Prejudicial bullying

- 7.1. “**Transphobia**” refers to is an irrational fear, hatred or abuse of trans* individuals, which is based on actual or perceived gender identity. 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 pronoun. Transphobic incidents are often emotionally harmful and must be dealt with as seriously as other bullying incidents. All transphobic incidents should be centred on supporting the victim and managing any future transphobic behaviour.
- 7.2. “**Homophobia**” refers to an irrational fear, hatred or abuse of an LGBTQ+ individual. Similar to transphobic bullying, homophobic bullying involves another individual who may deliberately and directly harass or disrespect someone who is an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
- 7.3. “**Biphobia**” refers to an irrational fear, hatred or abuse of an individual who identifies as bisexual. Bisexual people may face stigmatisation and invalidation in the forms of bullying from both heterosexual and homosexual people. Biphobia is often based on an actual or perceived sexual orientation. The biphobia sentiment can often be that bisexual individuals are “confused” or “going through a phase”.
- 7.4. The school will not tolerate prejudice-related bullying of any description.

- 7.5. Bullying someone based on their perceived or actual sexual or emotional identity, gender, behaviours or preferences is discriminatory and will be handled in accordance with the school's Anti-Bullying Policy and Behavioural Policy for pupils or Grievance Policy for staff.
- 7.6. The school recognises that those who are victims of prejudice-related bullying may not identify as an LGBTQ+ individual.
- 7.7. Any occurrence of prejudice-related bullying will be reported to a member of staff, who will raise a concern via the school's Grievance Policy if the incident involved a member of staff.
- 7.8. The headteacher will decide whether it is appropriate to notify the police or anti-social behaviour coordinator in the LA of the incident and the school's response.
- 7.9. Pupils and staff will understand that prejudicial language will not be tolerated inside or outside of the school. Staff will record all incidents of bullying on CPOMS.
- 7.10. The school will ensure that there are private spaces available within the school for LGBTQ+ 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.
- 7.11. 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.
- 7.12. The ELSA team will ask if the victim would like any support to be involved, e.g. a pupil's parents. Sensitivity will be given to whether the victim has disclosed their LGBTQ+ status.
- 7.13. All incidents will be formally recorded on CPOMS.

8. Communicating with stakeholders

- 8.1. The school will regularly communicate any changes to policies and procedures to the school's stakeholders, e.g. parents and staff, to ensure that they are fully aware of the systems in place to prevent prejudicial bullying.
- 8.2. The school will ensure that parents are aware of, and know how to identify, the signs of bullying, and understand their responsibility to stop their child bullying others, should this occur.

- 8.3. Parents will be informed of the procedure to follow if they wish to raise a concern with the school, as well as the procedures for issuing complaints, in line with the school's Complaints Procedures Policy.
- 8.4. The school will ensure parents are aware of how they can seek additional support and information if their child is an LGBTQ+ pupil.
- 8.5. Members of staff will be consulted on school policies to ensure policies are non-discriminatory and cater for all peoples' needs.
- 8.6. Where appropriate, the school will consult LGBTQ+ members of staff in regard to planning LGBTQ+ lessons into the curriculum, including the correct terminology.

9. Monitoring and review

- 9.1. This policy will be reviewed every two years by the headteacher.
- 9.2. The next scheduled review date for this policy is November 2023.
- 9.3. When reviewing this policy, the headteacher will consider any incidents and the effectiveness of the procedures currently in place, as well as any recent government or societal changes.
- 9.4. Any changes made to this policy will be communicated to all members of staff, pupils and parents.

Glossary of Terms

Term	Definition
Ally	A person who considers themselves a friend to the LGBTQ+ community.
Asexual	The lack of sexual attraction to anyone, or low or absent interest in sexual activity – also known as “non-sexuality”.
Agender	People who identify as having no gender or being without a gender identity.
Assigned sex	The sex that an individual is assigned at birth.
Bigender	A gender identity where the person moves between feminine and masculine gender identities and behaviours, often depending on the situation that they are in. Some bigender individuals express two distinct “female” and “male” personas, feminine and masculine respectively; while others find that they identify as two genders simultaneously.
Biphobia	Is the irrational fear, hatred or abuse of an individual who identifies as bisexual. Bisexual people can face bullying from both heterosexual and homosexual people. Biphobia is often based on an actual or perceived sexual orientation. The biphobia sentiment can often be that bisexual individuals are “confused” or “going through a phase”.
Bisexual	A man or a woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
To ‘come out’	The process through which an individual recognises that they are a member of the LGBTQ+ community and may disclose this as their identity to others.
Cisgender	An individual whose sense of personal identity and gender corresponds with their birth sex.
FTM/F2M/trans* man/transsexual man	An individual who was assigned female at birth but whose identity is male.
FAAB	Female assigned at birth.
Gay	A person who is romantically, sexually and/or emotionally attracted to people of the same sex, and is usually used to describe a man being attracted to another man – this is known as being “homosexual”.
Genderqueer	A person who identifies their gender identity as being neither female or male, a combination of female and male, or is between or beyond genders.
Gender dysphoria	A medical term to describe the social/mental/physical difficulties that most trans* people experience.

Gender expression	The way in which a person expresses their gender to others through behaviour, clothing, hairstyles, mannerisms, etc.
Gender fluid	The way in which a gender identity changes over time. An individual who is gender fluid may switch between male, female, gender neutral, or any other non-binary identity, or a combination of more than one.
Gender identity	A person's internal feeling of being male or female, regardless of the sex listed on their birth certificate.
Gender Recognition Certificate	A certificate issued to an individual who requests to have their preferred gender recognised – these can only be issued when a person is 18 years and older.
GIC	Gender identity clinic.
Gender variant	Behaviours or gender expression that does not match masculine or feminine gender norms.
Homophobia	An irrational fear, hatred or abuse of an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
Intersex	An umbrella term for when an individual is born with a reproductive or sexual anatomy that does not conform to those of a male or female.
Lesbian	A woman who is romantically, sexually and/or emotionally attracted to another woman – this is also known as "homosexual".
LGBTQ+	An acronym to describe lesbian, gay, bisexual, transsexual, queer, questioning, intersex, asexual, allies, and pansexual individuals.
MTF/M2F/trans* woman/transsexual woman	An individual who was assigned male at birth but whose identity is female.
MAAB	Male assigned at birth.
Non-binary	An individual who does not confirm to the societal norms of female and male.
Pangender	People who feel they identify as all genders. This term overlaps somewhat with the term "gender queer", which is an umbrella term for gender identities that are not exclusively masculine or feminine.
Pansexual	Otherwise known as omnisexuality, refers to sexual attraction, romantic love or emotional attraction towards people of any sex or gender identity.
Preferred gender	An individual's internal gender identity, not considering the sex assigned to them at birth.
Queer	An umbrella term for sexual and gender minorities that are not heterosexual or cisgender.
Questioning	The questioning of one's gender, sexual identity, sexual orientation, or all three.

Sexual orientation	A common pattern of emotional, romantic and/or sexual attractions to men, women, both or neither.
Stealth	A transgender individual who lives as their transgender identity but who sees not reveal their transgender status.
To 'gender'	To assign a gender to an individual based on their behaviour and appearance.
To 'misgender'	To assign a gender to an individual based on the gender they were assigned at birth rather than their gender identity.
To 'transition'	The process during which a person transition from one gender to their preferred gender. This does not always involve a medical procedure, but a 'social transition' whereby an individual begins to live with their preferred gender identity.
Trans*	An umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.
Transgender	An inclusive term describing individuals whose gender identity, or gender expression, is different from the sex assigned to them at birth.
Transphobia	An irritation fear, hatred or abuse of trans* individuals, which is based on actual or perceived gender identity.
Transsexual	Somebody who has medically transitioned.
True gender identity	An individual's preferred gender, irrespective of the sex assigned to them at birth. An individual may prefer to be a male, female, neither, in-between, or both.