



**WALES HIGH SCHOOL
ACADEMY TRUST**

**LGBTQ + Policy
Student Support**

REVISION DATE	APPROVED BY	DATE OF APPROVAL
December 2020	Governing Body	8 December 2020
November 2021	Governing Body	7 December 2021

To be reviewed every 3 years or sooner if required.

All policies are available on the school website

Contents:

Statement of intent

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

Appendices

[Appendix 1 – Glossary of Terms](#)

[Appendix 2 – Supporting transition in school](#)

[Appendix 3 – Student profile](#)

Please note this policy also links with our SEMH policy which can be found here - <https://www.waleshigh.com/wp-content/uploads/2020/10/SEMH.pdf>

Statement of intent

All students at Wales 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 students 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, non-binary, 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, students and parents to support the successful education, development and wellbeing of every student and member of staff.
- Adhere to relevant statutory legislation concerning bullying, harassment and discrimination.

All staff, parents and students 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 reasonable adjustments and tailored measures of support for any LGBTQ+ individual who should require it.

Legal framework

1.1.1. 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

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

- [Anti-Bullying Policy](#)
- [Behaviour for Learning Policy](#)
- [Single Equality Policy](#)
- [Staff Code of Conduct](#)
- [Educational Visits Policy](#)
- [Sex and Relationship Education Policy](#)

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.
- 2.9. “**Cisgender**” – an individual whose sense of personal identity and gender corresponds with their birth sex.
- 2.10. Further definitions can be found on page 16.

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 students, staff members or third parties.
- Developing a response for when a 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, via the school counsellor.
- Providing appropriate advice and support to parents/guardians.

3.2. The **governing body** will be responsible for:

- Evaluating and reviewing the success of support available to LGBTQ+ individuals.
- Evaluating and reviewing this policy, and ensuring it is non-discriminatory.
- Ensuring that other school expectations are met e.g. acceptable uniform.
- The Inclusion Governor will work with LGBTQ+ lead to evaluate and review systems.

3.3. The **Headteacher** will be responsible for:

- Keeping a record of any reported incidents and working to put measures in place that prevent these reoccurring. Ideally this should be done on go4schools.
- Ensuring that amendments are made to the management information system (MIS) to reflect individuals’ preferred names.

- Adopting secure controls on sensitive personal data, ensuring all data is accurate, secure and is processed fairly and lawfully.
- Ensuring that staff and students understand the individuals' preferred names and the correct pronouns to use.
- Meeting with the **LGBTQ+ Lead**, where appropriate, to discuss the success of the support in place and any suggested changes that need to be considered by the school.
- Meeting with the **LGBTQ+ Lead**, where appropriate, to discuss the outcomes of meetings with LGBTQ+ students and staff.
- Feedback to the Governing Body.
- Ensuring there are opportunities for staff CPD to develop their skills and knowledge of LGBTQ+ issues.

3.4 The **Equality Lead and LGBTQ+ Lead** will be responsible for:

- Holding meetings, where appropriate with parents of LGBTQ+ students and discussing the success of support in place, including feeding this information back to the **headteacher**.
- Holding meetings, where appropriate with LGBTQ+ members of staff to discuss the success of the support in place and feeding this information back to the **headteacher**.
- Making any necessary and appropriate changes to the support available to ensure the happiness and development of the individual.
- Conducting 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.
- Support the Pastoral Teams in school to ensure the needs of LGBTQ+ Students are met.
- Reviewing and amending this policy, considering new legislation and government guidance, and previously reported incidents to improve procedures.
- Being a supportive and informative professional for LGBTQ+ students' families, to help them understand and help the students in question.
- Keep the **Headteacher** up to date with any suggested changes that need to be considered by the **Senior Leadership Team and/ or governing body**.
- Conducting meetings with LGBTQ+ individuals as often as necessary, to ensure they feel happy and safe at the school.
- Providing LGBTQ+ individuals with information and guidance on where they can seek specialist advice and support.
- Ensuring staff are informed of LGBTQ+ students where appropriate so that correct pronouns can be used as well as support provided to staff where requested.

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+ individuals, e.g. changing rooms.

3.6 The **Mental Health Lead** will be responsible for:

- Conducting meetings with LGBTQ+ individuals as often as necessary, to ensure they feel happy and safe at the 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, the **Equality Lead**, and the **LGBTQ+ Lead** to establish support mechanisms to help LGBTQ+ individuals cope with day-to-day school life.
- Signpost students to mental health support when required.

3.7 **LGBTQ+ Ambassadors** will be responsible for:

- Providing additional support for students who may want to access help/guidance.
- To wear rainbow badge to ensure they are identifiable to staff and students.
- To attend any training sessions where appropriate.
- Helping to support the LGBTQ+ student group Bea-U-tiful.

3.8 All staff will be responsible for:

- Being alert to possible harassment of students 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+ students 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 students about diversity and difference and explaining that it is good to be understanding of others.

3.9 Students 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. Key Person

4.1 A **Key Person** is a trusted member of staff who will provide individual support to an LGBTQ+ Student. In most cases this will be LGBTQ+ lead/ Mental Health lead/ Child Protection Officer/HOY/PSA/DHOY but can be any member of staff with a rainbow name badge.

4.2 If an individual 'comes out' in a one-to-one situation with a staff member, the staff member will establish if they are the '**Key Person**' and support them in informing their HOY/PSA and the LGBTQ+ Lead.

4.3 For LGBTQ+ students, the **Key Person** will help the student to access support available and involve the **Equality Lead** and the **LGBTQ+ Lead** and their parents where appropriate (this should always be done via the HOY).

4.4 The **Key Person** will discuss with the LGBTQ+ individual the following (or support them in speaking with Equality Lead/LGBTQ+ lead/Mental Health Lead/Child Protection Officer/HOY/PSA/DHOY):

- Whether the individual has witnessed others talking about being LGBTQ+, including positive, negative or neutral messages.
- How the individual feels about their sexual identity.
- The individual's level of acceptance about their LGBTQ+ identity, exploring their concerns, thoughts, and offering reassurance.
- What support the individual has available, including any other LGBTQ+ people.
- Ways in which the individual can be supported by the school and externally, if necessary.

4.5 All staff involved will ensure meetings are confidential; however, where an individual's safety is at risk, the relevant people will be informed, e.g. the **Child Protection Officer and/or Designated Safeguarding Lead**.

4.6 Once support is in place, the **Key Person** will meet with the individual on an agreed basis to discuss the effectiveness of the support and any further support that is required. Feedback will be provided to the **Equality Lead, LGBTQ+ Lead, HOY** and their parents, where necessary. This must be done with the consent of the student but that we would ideally support the student to reach a point where parents/carers are informed.

4.7 Victims of prejudice-related bullying will be offered a referral to the **school counsellor** to access support. The incident will also be reported to the HOY so that appropriate follow up can be actioned with all students involved and develop any support plans for the affected student, in line with the Behaviour for Learning and Anti-Bullying Policies.

5. Appropriate measures

Absence

- 5.1. 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 and recorded in line with the [Anti-Bullying Policy](#).
- 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 students of different school ages.

Single-gender activities

- 5.6. The school will limit the number of single-gender activities unless completely necessary, such as during some PE lessons.
- 5.7. Where possible, LGBTQ+ students will be supported to attend the class that represents their preferred gender identity.
- 5.8. The school will avoid providing activities that are only specific for one gender, e.g. only providing dance classes for female students. We will ensure that varied programmes are available and suitable for all.

Terminology and language

- 5.9. Students will be educated on inappropriate language and name-calling, and instances of such will not be tolerated.
- 5.10. Staff members will be given training regarding LGBTQ+ friendly language, and discrimination will never be tolerated.
- 5.11. Students and staff will be encouraged to be sensitive if enquiring about an individual's sexuality, sexual orientation or gender identity where appropriate.
- 5.12. The school will establish which pronouns and terms each LGBTQ+ individual would prefer, and any terms or pronouns that makes them uncomfortable.

- 5.13. If any member of the school experiences difficulty in adjusting to a change of terminology, appropriate training will be arranged, and they will be encouraged to use terms that the individual is comfortable with.
- 5.14. A list of LGBTQ+-friendly terms can be found in [Appendix 1](#).

Staff training

- 5.15. All members of staff will have access to training, 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.
 - Ensure that the school is aware of, and celebrates, a variety of LGBTQ+ awareness days, e.g. LGBTQ+ History Month.
 - Provide support for teachers responsible for managing any discrimination towards gender identity or sexual orientation.
 - 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 students about any issues related to gender identity, gender expression and sexual orientation.

Sports and PE

- 5.16. LGBTQ+ students will be supported to engage in PE and sports in a manner consistent with their preferred gender identity.
- 5.17. The school will carefully manage all PE lessons to prevent any discomfort or discrimination.
- 5.18. The school will assess the appropriateness of full-contact sports prior to the delivery of the lesson.

Use of toilets, changing rooms and general school environment

- 5.19. The school will ensure that trans* individuals are able to access the toilet and changing facilities that correspond with their preferred gender identity.
- 5.20. The school will ensure that there are gender neutral toilets and changing facilities available on-site that are accessible for all members of the school, should they wish to use them.

- 5.21. Students who are undergoing a transition will be made aware of their new toilet facilities by their **Key Person**, to ensure they are familiar with their surroundings.
- 5.22. Any student who faces discomfort using a shared changing space will be provided with a safe and non-stigmatised alternative.
- 5.23. There will be designated safe spaces within the school where LGBTQ+ individuals can discuss their issues of gender and sexuality without fear of discrimination. The **Key Person** will be responsible for informing the individual as to where this support can be accessed.

School uniform and regulations

- 5.24. All students have the right to dress in accordance with their preferred gender identity within the constraints of school expectations.
- 5.25. Students will be encouraged to coordinate their PE kit in accordance with their preferred gender identity, where possible.
- 5.26. Should a trans* student be required to participate in a swimming activity, sensitive consideration will be given to swimwear options, which will be discussed with the student beforehand.

School trips, exchanges and overnight stays

- 5.27. The school will prepare relevant risk assessments prior to any trip. Identified risks to health or wellbeing will be discussed with the LGBTQ+ student, Visit Leader, Equality Lead and LGBTQ+ Lead, and EVC to establish any necessary measures or adjustments to accommodate for the student's needs. Parents will also be invited to join discussions if appropriate.
- 5.28. The school will communicate with LGBTQ+ students to assign a **Key Person** from the staff team on the visit where required. If the student wishes, they will meet with them prior to the trip to address any concerns they may have. The Equality Lead and LGBTQ+ Lead can provide training and support to the staff team prior to the visit and support any meetings that take place.
- 5.29. The school will assess the toilets and washing facilities available on a case-by-case basis to accommodate for trans* students' needs.
- 5.30. Before any trip, staff will establish with students their expectations concerning how students support, treat and include each other.
- 5.31. The school will ensure that any kit lists will be gender neutral.
- 5.32. The school will discuss participation in physical activities with LGBTQ+ students prior to a trip. Parents will also be invited to join discussions where appropriate. If the student cannot or does not want to participate, the school will make alternative arrangements where possible.

5.33. The following steps will be taken prior to residential trips:

- The school will consider the general hygiene needs of trans* students, including washing and reusing binders.
- Sleeping arrangements will be established by trans* students, the **Visit leader, Equality Lead, LGBTQ+ Lead, EVC and DSL**, with all parents of students' directly involved, being consulted in advance of the trip. Wherever possible, the school will duly consider the implications of trans student choice of sleeping arrangements on a case by case basis, ensuring that decisions are made equitably and fairly, taking account of the views of all students involved. In the event where students may not feel comfortable doing this, or where this is not possible, the school will provide alternative sleeping and living arrangements.

5.34. The following steps will be taken prior to trips abroad:

- The school is aware that some countries have differing laws and attitudes towards the LGBTQ+ community. If an LGBTQ+ student is required to travel abroad, a full risk assessment and investigation will be carried out to accommodate their needs.
- The **EVC** will contact any relevant border control or agency to ensure the accuracy of risk assessments and school policies.
- As passports will be required for travel abroad, the school will work with the family to ensure that trans* students are provided with any relevant preparation or support.
- Where the movement of medication, including steroids or hormone blockers, across different countries, parents will ensure a medical certificate is provided.

Changing names and gender on documents

5.35. 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.

5.36. On unofficial documents, e.g. registers, the school will use individuals' preferred names.

5.37. Upon receipt of legal confirmation, e.g. a deed poll document, the school will change the name of a trans* individual on official school documents.

5.38. The **Equality Lead, LGBTQ+ Lead or Key Person** will hold a discussion with the trans* individual as to how they would like to notify others about their preferred name and gender. This will be communicated to staff by the Equality Lead, LGBTQ+ Lead or HOY.

- 5.39. 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.
- 5.40. The school will do everything it can to ensure LGBTQ+ individuals feel safe and welcome at the school.

Local community

- 5.41. The school has identified local LGBTQ+ groups and will engage with these to ensure information is available to LGBTQ+ individuals.
- 5.42. 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.
- 5.43. The details of the LGBTQ+ groups/support networks will be shared with the **Equality Lead and LGBTQ+ Lead.**

Changing schools

- 5.44. The school will employ effective communication when an LGBTQ+ student is changing schools.
- 5.45. The LGBTQ+ student will be referred to the new school's support team to ensure their wishes are accommodated for, and they can raise any concerns.
- 5.46. The school will ensure that the new school works closely with the LGBTQ+ student 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. For students, the transition plan will be created by the **Equality Lead, LGBTQ+ Lead and/or Pastoral Team** using both the checklist in Appendix 2 and student profile in Appendix 3, in conjunction with the student and their parents. If preferred, the student may request that their parents are not involved, at which point the school will carefully consider the students wishes against the legal duty of care in relation to safeguarding.
- 6.3. The school will seek support from external, professional advisors when devising the transition plan, if necessary.
- 6.4. Students' transition plans will include the following items:

- Procedures for each stage of the student’s transition, including a flexible time frame for each aspect of transition and the support required, to ensure they are happy with the school environment.
 - How the student 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.
 - The date of the transition as identified by the student – this is the first day of the gender presentation, pronoun usage and name.
 - The student’s wishes for use of toilet and changing facilities.
 - The processes that will ensure the student’s preferred pronoun and name will be in place on required documents on the date of their transition.
 - Any arrangements for additional staff and student training.
 - If relevant, how the school uniform expectations be adhered to.
 - Regular check in’s, following an agreed frequency, with a **Key Person** to ensure the transition is happening as planned.
- 6.5. The **Equality Lead, LGBTQ+ Lead and/or Pastoral Team** will send out completed student profiles to the student’s teaching staff, tutor and Head of Year and added to the server for all staff to have access. G4S will also be updated to signify that a profile is available for the student for staff to access.
- 6.6. Student profiles will be reviewed by the **Equality Lead, LGBTQ+ Lead and/or the Key Person**, with the students at least once per half term. Any updates and amendments will be sent out to teaching staff, tutor and Head of Year and an updated profile will be added to the server.

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 [Behaviour for Learning Policy](#) for students.
- 7.6. In accordance with the school's [Behaviour for Learning Policy](#) and [Student Code of Conduct](#), staff have the power to discipline students beyond the school day and school premises when taking part in any school-organised or school-related activity, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school.
- 7.7. The school recognises that those who are victims of prejudice-related bullying may not identify as an LGBTQ+ individual.
- 7.8. Students and staff will understand that prejudicial language will not be tolerated inside or outside of the school.
- 7.9. Students may report their concerns to any member of the Pastoral Team, if they feel that they are, or someone else is, being bullied because of their gender, gender expression, gender identity or sexual orientation. This can be done directly, via a trusted member of staff or via a parent/guardian.
- 7.10. Should an incident occur, the perpetrator will be informed that this behaviour will not be tolerated, restorative work will be completed with the student by the **Pastoral Team and/or Equality Lead and LGBTQ+ Lead** and the student will be encouraged to reflect on the way their behaviour affects others.
- 7.11. Allegations against staff will be dealt with in accordance with the [Disciplinary and Dismissal Procedures and Complaints against members of staff Policy](#).
- 7.12. If a student persists with prejudicial bullying in a classroom or around school, the classroom teacher or relevant staff involved will remove the student and discuss the behaviour in further detail with the **Head of Department** and **Head of Year** who will decide which sanctions are necessary and may consider inviting the student's parents to discuss the matter. External support may also be used to provide 1:1 restorative work to develop the student's awareness and understanding of prejudicial bullying and hate crimes.
- 7.13. The **Head of Year** will hold a meeting with the victim to discuss any support they feel appropriate. If necessary, external support will be sought and with permission of the victim, their parents will be contacted.

- 7.14. The **Head of Year** will ask if the victim would like any support to be involved, e.g. a **Key Person**. Sensitivity will be given to whether the victim has disclosed their LGBTQ+ status.
- 7.15. A restorative meeting will be offered between the victim and the perpetrator and their **Key Person** may be invited to offer support where appropriate.
- 7.16. Feedback will be provided to the **Head of Year** regarding the outcomes of the meeting if it takes place with a **Key Person** and the LGBTQ+ individual.
- 7.17. All incidents will be formally recorded by the classroom teacher or relevant staff on G4S and also by the **Head of Year** – records will be kept in accordance with the **Data Protection Policy** and **Data Security Policy** and the **headteacher** will decide whether it is appropriate that an Incidence of Hate Crime form is completed and submitted to the Local Authority.

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 communicate when LGBTQ+ lessons will be delivered as part of the PSHE curriculum to parents, to enable parents to request that their child is withdrawn from non-statutory lessons.
- 8.3. Before granting a withdrawal request, an appropriate member of staff will discuss the request with the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 8.4. If parents wish to withdraw their child, an appropriate member of staff will explain the school's responsibility to implement anti-bullying prevention strategies, including LGBTQ+ issues.
- 8.5. 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.
- 8.6. 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**.
- 8.7. The school will endeavour to ensure that all parents feel actively involved in school life through regular school-to-home communication and participation in decision-making.
- 8.8. The school will ensure parents are aware of how they can seek additional support and information if their child is an LGBTQ+ student.

- 8.9. Members of staff will be consulted on school policies to ensure policies are non-discriminatory and cater for all peoples' needs.
- 8.10. Members of staff will be informed of any changes to school policies that have an implication on LGBTQ+ issues.
- 8.11. Members of staff will be consulted on the planning of events and trips to ensure they are LGBTQ+ inclusive.
- 8.12. 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 3 years or sooner if required by the **Equality Lead, LGBTQ+ Lead** and **appropriately qualified staff**.
- 9.2. When reviewing this policy, the **Equality Lead, LGBTQ+ Lead** and **appropriately qualified staff** will consider any incidents and the effectiveness of the procedures currently in place, as well as any recent government or societal changes.
- 9.3. Any changes made to this policy will be communicated to all members of staff, students 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.
GIDS	Gender Identity Development Service
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.



Checklist for Pastoral Teams for Supporting a Trans Student

- Whilst this is a suggested list of support to offer, each young person should be considered based on their individual need and/or circumstances.
- Please allow the young person to feel in control of their transition and to lead their transition at their own speed.
- Agree timescales as you go but remember to keep these flexible and allow for changes where needed.
- For further advice please speak to SCr/AP or RH in the first instance. For guidance as to how to support parents' please speak to SBr.

- Identify a trusted member of staff to be a 'Key Person'.
- What preferred name is to be used on go4schools/SIMS? (Parents will be able to see this) N.B. Legal name can only be updated with a Deed Poll; exam entries and certificates will remain in the students' legal name.
- Which pronouns are to be used?
- Update photo on go4schools if requires (SCr and GH can support with this).
- Discuss with the student whether they would like to change their published photo permissions.
- HoY to update paper files, printed tutor group lists and photo lists.
- Does their family know? Discuss how to manage this if not, ask if they can make contact with family if they do. A meeting with family may or may not be needed.
- Inform form tutor and class teachers; ask student if they wish to provide a message for you to share with staff. Training and support is available from SCr, AP, CBB, VJv, SBr, etc.
- Staff Briefing announcement.
- Contact General Office to make sure all correspondence that goes home is correctly named and gendered.
- Ask ICT technicians to reissue logins for computers, e-mail and go4schools and school lunch system.
- Discuss how they would like their peers to be informed or indeed if they wish for their peers to be told by school?
- Identify a trusted member of staff in PE to put in place support for changing.
- Inform young person as to where All Gender toilets are:
 - Opposite lift in main reception (no key required).
 - Music (AW has key).
 - Upstairs in English (key in WE's office).
 - PE
- Ask if SCr/AP/CBB or SBr can be made aware; staff will then make contact and invite to Be-U-tiful (if not already a member).
- Assess if further monitoring or wellbeing is required to support transition in school.
- Inform gender office/first aiders if the student is on hormone blockers and make first aid room available if needed to cope with side effects.

Student Profile



Preferred Name:
Gender Identity:
Pronouns:
DOB:

--

Name as appears on G4S:
Tutor Group:
Key Person:

Interventions/support currently in place:				

Student Voice: I feel supported when... The best teachers help me by... I want you to know... When dealing with homophobic/transphobic/biphobic incidents in class/around school, I would prefer...
--

About _____:

Strategies that work well in supporting this student:
--

Communication with parents and carers:
