

LGBTQIA+ Policy

Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual plus

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This policy has been written in consultation with Stonewall, and relates to a number of school policies, including Behaviour, Anti-Bullying and Equality Duty. The policy sets out the school's approach to LGBTQIA+ people and issues in more detail, in line with the Education and Inspections Act 2006, the Equality Act 2010 and following guidance included in the Gender Questioning Children non-statutory draft paper (Department for Education, 2023).

Education and Inspections Act (2006)

Schools have a duty to promote the safety and wellbeing of all young people within their care LGBTQIA+ students and those experiencing homophobic, biphobic or transphobic (HBT) bullying.

Equality Act (2010)

The Equality Act (2010) states that schools are required to eliminate discrimination against someone on the grounds of sex (gender), sexual orientation and gender reassignment. This included homophobic, biphobic and transphobic bullying. Schools are also required to foster good relations and advance equality of opportunity for students; therefore schools should go beyond tackling bullying and take additional steps to promote respect and understanding of those who are part of the LGBTQIA+ community.

Gender Questioning Children non-statutory draft paper (Department for Education, 2023)

Following on from The Cass Review, this non-statutory guidance is based on a set of five principles which are:

1. Schools and colleges have statutory duties to safeguard and promote the welfare of all children
2. Schools and colleges should be respectful and tolerant places where bullying is never tolerated
3. Parents should not be excluded from decisions taken by a school or college relating to requests for a child to 'socially transition'
4. Schools and colleges have specific legal duties that are framed by a child's biological sex
5. There is no general duty to allow a child to 'social transition'

Aims

- To create a school ethos and environment which promotes equality, develops understanding and provides an inclusive environment to those within the LGBTQIA+ community
- To support the needs of those within the LGBTQIA+ community, ensuring they feel safe, valued and respected
- To promote LGBTQIA+ awareness, visibility and issues through the provision of an inclusive curriculum
- To monitor and tackle HBT language and bullying, in line with the Behaviour Policy and Anti-Bullying Policy

Roles and responsibilities

All Staff

- Are responsible for promoting equality
- Will familiarise themselves with this policy and know that their responsibility is to ensure that the policy is implemented
- Will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues
- Will provide students with opportunities to ask questions and discuss LGBTQIA+ relating matters in lessons, where appropriate to do so
- Will avoid the usage of unnecessarily gendered language and stereotypes

Pastoral, Inclusion and Safeguarding Team

- Will ensure that victims of HBT bullying are listened to, signposted for support and their safety and well-being ensured
- Will ensure that an official statement is taken from those involved and the situation thoroughly investigated. Upon investigation, these teams will ensure that the identified perpetrator is sanctioned appropriately
- Will ensure that parents/carers for all parties involved in HBT bullying are contacted and kept well informed
- Will raise awareness of LGBTQIA+ issues through assemblies, curriculum opportunities, tutor times and display boards
- Will signpost students to the appropriate member of staff who leads on LGBTQIA+ relating matters to offer advice, support, and information/resource
- Identified members of staff within these teams will have received appropriate LGBTQIA+ specific training

Students

- Will be made aware of this policy and of how it applies to them
- Have a duty to respect each other, regardless of gender or sexuality diversity, in line with RPHS values

Governors

The Governing Body of the school have agreed this policy and will review every two years; information will also be updated annually if needed

Headteacher

- Will demonstrate the importance of this policy through personal leadership
- Will ensure that all staff are aware of their roles and responsibilities in relation to the policy, fully understanding what the policy is and ensuring it is correctly implemented
- Will ensure that policy impact is monitored

Raynes Park High School seeks to achieve these aims

- By ensuring that school policies and practices are inclusive and supportive of LGBTQIA+ people
- By providing training to staff for supporting LGBTQIA+ students, developing an LGBTQIA+ inclusive curriculum and tackling HBT language and bullying
- By providing support structures, signposting and information/resources to LGBTQIA+ students on LGBTQIA+ issues, support services and agencies
- By providing students with opportunities to discuss gender identity and sexuality, and including LGBTQIA+ people and themes in the Learning for Life programme and wider curriculum where relevant
- By providing multiple ways for students to report HBT language and bullying, monitoring (including through staff and student surveys) and recording HBT language and bullying, as well as ensuring that students are aware that HBT language and bullying are wrong
- By ensuring that the school library contains books with LGBTQIA+ themes and that any assemblies, projects or displays which celebrate diversity or tackle bullying are LGBTQIA+ inclusive
- By demonstrating visibility, representation, and celebration of LGBTQIA+ related themes and awareness months
- By ensuring unnecessarily gendered aspects of school life are avoided

Guidelines for Parents/Carers

- Parents/carers will be made aware of the importance of taking an active interest in their child's school/social life
- If parents/carers think their child is a victim of HBT bullying or have reason to believe their child is experiencing difficulties with their sexuality or gender identity, they should contact the school immediately

Appendix 1

Protocol for change of gender prefix, personal pronouns and/or name(s)

1. If a staff member is informed by a student that they would like to change their gender prefix, personal pronouns and name(s), the staff member has a responsibility to report this to the students Head of Year (HOY), Pastoral Support Officer (PSO) and the Safeguarding team via submission of a CPOMS entry
2. The HOY, PSO and/or a Safeguarding Officer will contact parents/carers, if safe to do so, and inform the student that a meeting will need to be set up with the parents/carer, HOY, PSO and/or Safeguarding Officer to discuss further
3. At the end of this meeting, the Raynes Park High School Identity Form will be completed. Following this meeting, if it is understood that the young person would like to go ahead with a change of gender prefix, personal pronouns, and name(s), parents/carers have the responsibility of ensuring that a GP appointment is made; the GP will then be able to make a referral to the Gender Identity Clinic for specialist support
4. Following the GP appointment and referral to the Gender Identity Clinic, another meeting will be scheduled at an appropriate date to formally finalise any changes in gender prefix, personal pronouns, and name(s); any changes made will be noted on the Raynes Park High School Identity Form (Appendix 2)
5. All professionals, parents/carers and the student will need to agree and sign the Raynes Park High School Identity Form stating the changes to gender prefix, personal pronouns and name(s). The HOY, PSO and/or Safeguarding Officer must ensure that this document is recorded on CPOMS
6. The HOY, PSO and/or Safeguarding Officer must ensure that an amendment is made on SIMS stating the change in gender prefix, personal pronouns and name(s). The HOY, PSO and/or Safeguarding Officer must also ensure that the year group and all professionals are made aware of any changes to gender prefix, personal pronouns, and name(s)
7. The Student Wellbeing Manager will make a referral for the student to receive support from an external agency, if appropriate

8. The student will be seen on a half-termly basis by their HOY, PSO and/or Safeguarding Officer

Disclaimer:

If a parent/carer does not consent to a change of their child's gender prefix, personal pronoun and/or name both within the school environment and on relevant school systems, then Raynes Park High School will be unable to progress with doing this.

Appendix 2

Identity Form

Name of Student		Tutor Group	
Present at meeting		Date	

Please tick the following:

- 1) Initial meeting between Parent/Carer, HOY, PSO and/or Safeguarding Officer and Student has happened
- 2) A GP appointment has been made for referral to the Gender Identity Clinic
- 3) A second meeting has happened to formalise changes
- 4) Consent has been given for the Student Wellbeing Manager to make a referral for support for an external agency, if relevant

Changes to be made on SIMS/Teacher and students to be informed of the following:

- I understand that staff members and peers may accidentally make mistakes with this initially
- I understand that if these changes were to be reversed; the transition of identity process would need to start again

Student signature:








Parent/Carer signature:

Head of Year signature:

PSO/Safeguarding Officer signature:

Appendix 3

Wellbeing Helplines

	<p>Youngminds – If you need urgent help in a mental health crisis Text 'YM' to 85258 for free, 24/7 support</p>
	<p>Childline – Get help and advice on a wide range of issues. You can chat with a counsellor about whatever is worrying you Contact number: 0800 1111 (7.30am-3.30am Mon-Fri, 9am-3.30am Sat-Sun)</p>
	<p>Samaritans – If you need someone to speak to without fear of judgement Contact number: 116 123 (24 hours) Email jo@samaritans.org (response within 24 hours)</p>
	<p>Papyrus – Provide confidential support and advice to young people struggling with thoughts of suicide Contact number: 0800 068 4141 (9am - 12am every day) Email: pat@papyrus-uk.org</p>
	<p>Switchboard LGBT+ helpline – A confidential helpline to talk things through. All helpline volunteers self-define as LGBT+ Contact number: 0300 330 0630 (10am-10pm every day). Email: chris@switchboard.lgbt (response within 72 hours)</p>
	<p>Mindline Trans+ – An emotional and mental health support helpline for anyone identifying as Transgender, Non-binary, Gender fluid and other identities. Contact number: 0300 330 5468 (open Mondays and Fridays 20:00 – 12am)</p>
	<p>MindOut – A mental health service run by and for Lesbian, Gay, Bisexual, Trans, and Queer people. Contact number: 01273 234 839 (phone line times may vary, but you can leave a message on the 24-hour confidential answerphone) Email: info@mindout.org.uk</p>

Appendix 4

Glossary of Terms

Ally/Allyship – A straight and/or cisgender person who supports members of the LGBTQIA+ community

Asexual – A person who does not experience any sexual attraction towards others

Biphobic/Biphobia – The fear or dislike of a person who identifies as bisexual

Bisexual – A person who is attracted to more than one gender

Cisgender – A person whose gender identity is the same as the sex they were assigned at birth with

Gay – Refers to a man who is romantically and/or sexually attracted to other men (can also be a generic term used by some women and non-binary people)

Gender – Expressed often in terms of ‘masculinity’ and ‘femininity’. Gender is assumed from a person’s assigned sex at birth

Heterosexual/Heterosexuality – Refers to a person who is romantically and/or sexually attracted to the opposite sex. For example, a man who is romantically and/or sexually attracted to a woman or a woman who is romantically and/or sexually attracted to a man. Can also be known as ‘straight’

Homosexual – Can be considered as the more medical term used to describe someone who is romantically and/or sexually attracted to someone of the same gender as them. Can also be known as ‘gay’ or ‘lesbian’

Homophobic/Homophobia – The fear or dislike of a person who identifies as homosexual, gay or lesbian

Intersex – A person who may have the biological and/or physical attributes of both sexes

Lesbian – Refers to a woman who is romantically and/or sexually attracted to other women

Non-binary – An umbrella term for a person who feels their gender identity does not sit with ‘man’ or ‘woman’

Out/Outing/Outed – When a person’s sexual orientation or gender is disclosed to someone without their consent

Queer – An umbrella term to describe someone who is part of the LGBTQIA+ community but who does not want to identify themselves as a specific label

Questioning – Used to describe the process of when a person is exploring their gender identity and/or sexual orientation

Sex – What a person is assigned at birth based on their biological and physical attributes

Transgender – An umbrella term used to describe a person whose gender is not the same as the sex they were assigned at birth

Transphobic/Transphobia – The fear of or dislike of a person who is transgender