

Inclusion Hampshire Policies and Procedures for Preventing and Tackling Homophobic, Biphobic & Transphobic Bullying



Approved by: Trustee Board

Date:

Signed by:

Position: Chair of Trustees

Last reviewed: January 2021

Next review due: January 2022

Monitoring arrangements

This policy will be reviewed annually, but may be reviewed earlier if deemed appropriate by the Chief Executive or Trustee board

1. Introduction

The Education for All campaign was established in 2005 to tackle homophobic and biphobic bullying in schools. At Inclusion Hampshire we are committed to tackling these issues and supporting LGBTQ+ young people and their families. We want our organisations to be free from homophobic, biphobic and transphobic bullying and to ensure that all young people, regardless of their sexual orientation or gender identity, can flourish.

1.1 Glossary of terms

This list will help to understand some of the more common terms you might come across when tackling homophobic, biphobic and transphobic bullying and offering support to lesbian, gay, bisexual and trans (LGBTQ+) young people.

There are a wide range of terms that people may use to describe their sexual orientation or gender identity. The best way to get this right is to give people the opportunity to say how they would describe themselves, rather than making your own assumptions.

Sexual orientation

A person's emotional, romantic and/or sexual attraction to another person

Gender identity

A person's internal sense of their own gender, whether male, female, or something else (see non binary below)

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'

Lesbian

Refers to a female who has an emotional, romantic and/or sexual orientation towards females

Gay

Refers to a male who has an emotional, romantic and/or sexual orientation towards males. Also a generic term for lesbian and gay sexuality – some females define themselves as gay rather than lesbian

Homosexual

This might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used

Bisexual

Refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or

more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer

LGBTQ+

The acronym for lesbian, gay, bisexual, transgender and queer and questioning.

Questioning

The process of exploring your own sexual orientation and/or gender identity

Queer

In the past a derogatory term for LGBTQ+ individuals. The term has now been reclaimed by LGBTQ+ young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some

A cisgender person

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people

Non-binary

An umbrella term for a person who does not identify as male or female

Gender variant

Someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people can identify as male, female or non-binary

Transgender man

A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male

Transgender woman

A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female

A transsexual person

This was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender

Gender dysphoria

Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth

Pronoun

Words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their and ze / zir

Transitioning

The steps a trans person may take to live in the gender they identify as. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents

Gender reassignment

Is another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010

Coming out

When a person first tells someone/others about their identity as lesbian, gay, bisexual, trans or non- binary

Outed

When a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone else without their consent

Homophobia

The fear or dislike of someone who identifies as lesbian or gay

Biphobia

The fear or dislike of someone who identifies as bisexual

Transphobia

The fear or dislike of someone who identifies as trans

Gender stereotypes

The ways that we expect people to behave in society according to their gender, or what is commonly accepted as 'normal' for someone of that gender

It is important to remember that:

- the terms people use to describe themselves may change over time
- sexual orientation and gender identity are not the same thing
- not everyone thinks of themselves as 'male' or 'female'
- not everyone identifies with the sex that they were assigned at birth

2. Bullying in schools: What we know

The School Report 2012, a University of Cambridge survey of more than 1,600 lesbian, gay and bisexual young people, found that:

- More than half (55 per cent) of lesbian, gay and bisexual students have experienced homophobic bullying.
- 99 per cent of lesbian, gay and bisexual young people hear the phrases 'that's so gay' or 'you're so gay' in school.
- Only half of lesbian, gay and bisexual students report that their schools say homophobic bullying is wrong.

The Teachers Report 2014, YouGov polling of almost 2,000 teachers, found that:

- Nine in ten (86 per cent) secondary school teachers say children and young people, regardless of their sexual orientation, experience homophobic bullying.
- More than nine in ten (92 per cent) secondary school teachers believe that school staff have a duty to tackle homophobic bullying.
- Eight in ten teachers have not had any specific training on how to tackle homophobic bullying.

Metro Youth Chances 2014, a survey of more than 7,000 young people, including 956 trans young people, found the following:

- 83 per cent of trans young people say they have experienced name-calling and 35 per cent have experienced physical attacks.
- Almost a third (32 per cent) of trans young people say they have missed lessons due to discrimination or fear of discrimination.
- Over a quarter (27 per cent) of trans young people have attempted suicide.

2.1 The law:

Equality Act 2010

The public sector Equality Duty requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment. Schools must promote equality of opportunity and foster good relations. This means doing more than just tackling homophobic, biphobic and transphobic bullying by taking proactive steps to support LGBTQ+ students and promoting respect and understanding of LGBTQ+ people and issues across the whole school community. The Department for Education requires all schools to publish information to show how they are complying with this duty. Schools should set and publish specific and measurable equality objectives, for example reducing levels of homophobic, biphobic and transphobic bullying.

The Equality Act 2010 applies gender reassignment to anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their

sex by changing physiological or other attributes of sex. This means that schools must protect any student taking steps to reassign their sex, whether those steps are social (for example changing their name, the pronoun they prefer and the way they dress or look) or include medical intervention (for example accessing hormone therapy or having surgery).

2.2 Education and Inspections Act 2006

Schools have a duty to promote the safety and well-being of all children and young people in their care, including those who are lesbian, gay, bisexual and trans and those experiencing homophobic, biphobic or transphobic bullying.

2.3 Ofsted

Ofsted inspectors are explicitly directed to look at a school's efforts to tackle bullying based on sexual orientation and gender identity. They may also look at how the school supports the needs of distinct groups of students, such as lesbian, gay, bisexual and trans students.

2.4 Government

Tackling homophobic, biphobic and transphobic bullying is a clear government priority. The Department for Education, in conjunction with the Government Equalities Office, supports schools and organisations across England to tackle homophobic, biphobic and transphobic bullying.

3. Inclusion Hampshire Actions:

- 1: Set the ground rules: we have ensured our policies refer to homophobic, biphobic and transphobic bullying
2. Communicated our approach to parents and carers and young people by publishing on our website
3. Committed to keeping track of incidents by recording and monitoring homophobic, biphobic and transphobic bullying and language
4. We will find out what's going on at Inclusion Hampshire by running surveys on homophobic, biphobic and transphobic bullying and language
5. Support LGBT young people. This can be broken down into two key areas:
 - Making information and resources on LGBT issues available in school at Inclusion Hampshire
 - Making sure that all students are aware that they can always approach us for help and advice on LGBT issues

3.1 Scripts to challenge homophobic, biphobic and transphobic language

Developing scripts or responses is a great way to ensure all staff feel confident to challenge homophobic, biphobic and transphobic language directly.

The following examples may be useful:

- Establish understanding

‘What do you mean by “that’s so gay!”?’

‘Do you know what that word actually means?’

‘What did you mean by saying he kicks like a girl?’

‘Do you understand why it is wrong/hurtful/offensive to use that word?’

- Explain meaning

(Use the definitions in the glossary to help)

‘Gay/lesbian/bisexual/trans is a word we use to describe [...] not a nasty word to use as an insult’

‘We don’t use gay/lesbian/bisexual/trans as an insult because it makes people think that being gay/lesbian/bisexual/trans is something bad.’

- Use empathy

‘How do you think you would feel if someone called you names like that?’

‘That language is really hurtful/offensive to me and others’

‘It’s really disappointing to hear you using language that makes other people feel bad’

- Challenge directly

‘You know that that language is absolutely unacceptable’

‘Why are you saying that word?’

‘How can a pair of trainers be gay?’

‘If you mean rubbish, you should use the word rubbish’

- Link to organisation ethos and policy

‘In this place we don’t use language like that. We are kind, respectful and caring to everyone’

‘It’s important that everyone can be themselves’

‘We all deserve to be respected/valued/loved by others’

‘We don’t pick on people because of the way they look’

3.2 Celebrating diversity and building an inclusive curriculum

We make sure our reading lists include a diverse range of books and films

We include books written by LGBTQ+ authors and featuring LGBTQ+ characters, issues and themes.

We make sure that images in our centres are diverse and include LGBTQ+ people

We celebrate awareness days/weeks including:

- LGBT History Month in February
- International Day against Homophobia, Biphobia and Transphobia (IDAHOBiT)
- Anti - Bullying Week in November

Letting our learners lead anti-bullying work and design posters, materials and slogans to convey our values

Learner-led schemes such as peer mentoring schemes or anti-bullying ambassadors

Life skills and wellbeing curriculum and RSE:

- Talk about homophobic, biphobic and transphobic bullying alongside other forms of bullying and prejudice
- Include examples or issues that relate to LGBTQ+ people across different topics e.g. online safety
- Teach learners about LGBTQ+ people and role models in society. For example discussing homophobia, biphobia and transphobia in society or the history of LGBTQ+ equality
- Talk about different relationships and family structures such as same-sex marriages, adoption and fostering and single-parent families
- We don't assume that all learners are heterosexual or that there are no trans learners in the session
- Include examples and information that are relevant to LGBTQ+ young people when talking about issues such as relationships, consent and safe sex
- Explain that everyone has a sexual orientation and gender identity and that everyone is different
- Encourage all learners to feel positive about themselves and their bodies
- Challenge gender stereotypes. Explain the differences between biological sex and gender

Wider curriculum

- Include LGBTQ+ people and issues in lesson topics, examples, case studies and books. For example, talk about LGBTQ+ authors in English, look at examples and statistics which include LGBTQ+ people in maths, or talk about different families in modern foreign languages
- Don't make assumptions about sexual orientation and gender identity, either about learners or in lesson topics. For example, don't assume that all characters in a book are straight or that everyone in the class has a mum and a dad
- Try to avoid making distinctions between boys and girls. For example, we don't separate boys and girls for activities or use language such as 'ladies and gents'
- Point out and challenge gender stereotypes in conversations with learners

4. Signposting for further support:

The following information and resources are easily accessible and available for all staff, students, parents and carers in school. Staff may not know all the answers but this information can help staff to signpost and support a young person if they are approached on LGBTQ+ issues.

For more information, see Stonewall's guidance for teachers on supporting LGBT young people.

How to find information in your local area

- Use Stonewall's 'What's in my area' database where you can search for organisations and LGBT youth groups by 'type' and 'region' www.stonewall.org.uk/whatsinmyarea
- Call the Stonewall Information Service on 08000 502020 or tweet @stonewallukinfo with your question

- Pastoral leads and Heads make all learners aware that they can talk about LGBT issues.

Coming Out

- Stonewall's Coming out guide www.stonewall.org.uk/comingout
- RUcomingout.com – a website where LGBT people share their coming out stories

Careers advice

- Stonewall's Starting Out – a careers guide of LGBT-friendly employers
www.startingoutguide.org.uk
- Stonewall's Proud Employers site – a website where LGBT friendly employers advertise job vacancies: www.proudemployers.org.uk

Information on sexual health

- Brook – a national sexual health charity for people under 25 which includes advice for LGBT young people www.brook.org.uk
- Terrence Higgins Trust – Sexual health and HIV charity. Information for young people including sexual orientation and gender identity, coming out and links to youth groups www.tht.org.uk
- Gendered Intelligence's Trans Youth Sexual Health Booklet
- NHS clinics <https://www.letsstalkaboutit.nhs.uk/>

Information and support on mental health issues

- PACE – an LGBT mental health charity providing information for young people and support www.pacehealth.org.uk/ pace-youth
- Samaritans – a confidential helpline and support service www.samaritans.org 08457 90 90 90

Information on bullying and discrimination

- The Young Stonewall website provides information and resources on dealing with bullying and discrimination www.youngstonewall.org.uk
- ChildLine – a confidential helpline for children 0800 1111 www.childline.org.uk

Reporting hate crime

- Stonewall's guide How to report hate crime
- Call 101 or online <https://www.hampshire.police.uk/contact/af/contact-us/>

Information on online safety

- Stonewall's Staying Safe Online – guide on online safety and LGBT issues
- The CEOP safety centre – where young people can access guidance and report unwanted or inappropriate behaviour online www.ceop.police.uk/safety-centre/
- Childnet – resources for teachers, young people, parents and carers on how to help young people stay safe online www.childnet.com

Information for parents and carers

- FFLAG (Family and Friends of Lesbians and Gays) A Guide for Family and Friends
- Gendered Intelligence's Guide for Parents and Families of Young Trans People

- Stonewall's guide for parents and carers So you think your child is gay?
- Mermaids – provides support and information for parents and carers of trans young people
www.mermaidsuk.org.uk

Policy Implementation

The Chief Executive is responsible for ensuring the implementation of this policy and that regular reviews take place

All staff have a responsibility to adhere to this policy and will be made aware of this policy as part of their induction, supervision and training