



LGBTQ+ POLICY

Review: Every 2 years

Approved by Governors on 08/03/2023

Signed: Chair of Governors

Headteacher

Review date: March 2025

Statement of Intent

Crowdys Hill School recognises that transgender young people and their families face particular challenges and hurdles and are likely to need extra support from the school to help them achieve their potential. The School is committed to supporting all the pupils in their care, and their families, on an individual basis and will put into place as many extra levels of pastoral care as possible for all pupils who need it, including transgender young people.

The School takes a do-no-harm approach which ensures that children experiencing gender-identity difficulties are fully included and supported in education and safeguarding, without pressure to make life-defining choices at an early age. DfE guidance states: While teachers should not suggest to a child that their noncompliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy (empathy) and support. Aside from our moral duty, it is also our statutory duty to teach our pupils about different relationships. Through our RSE curriculum and extracurricular offering we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We ensure that all of our teaching is sensitive and appropriate in approach and content to meet the needs of our pupils.

Definitions for the purposes of this document and for clarity, the following definitions will be used:

- Sex - Referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions
- Gender - The state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women

- Gender Identity - A person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to the sex observed at birth
- Gender Expression - How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans
- Gender Non-Conforming - Exhibiting behavioural, cultural, or psychological traits that do not correspond with the traits typically associated with one's sex. Having a gender expression that does not conform to traditional societal definitions of gender expression
- Transgender or Trans - Relating to, or being a person, whose gender identity differs from the sex the person had or was identified as having at birth

This policy relates to a number of school policies, including Equal Opportunities, Anti-bullying and Relationships and Sex Education (RSE). It sets out in more detail the school's approach to LGBT+ people and issues in line with the Education and Inspections Act 2006 and the Equality Act 2010:

Education and Inspections Act 2006

Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic (HBT) bullying.

Equality Act 2010

Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes tackling HBT bullying. Schools are also required to advance equality of opportunity and foster good relations. This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBT people and issues.

The school aims...

- To provide an inclusive environment in which LGBTQ+ pupils and staff are valued and respected
- To promote understanding of and support the needs of LGBTQ+ pupils and staff
- To raise the profile of LGBTQ+ awareness and issues through the provision of an inclusive curriculum
- To monitor and tackle HBT language and bullying.

The school seeks to achieve these aims...

- By ensuring that school policies and practices are inclusive and supportive of LGBTQ+ people and explicitly state that HBT language and bullying are unacceptable
- By providing training to staff in supporting LGBTQ+ pupils, developing an LGBTQ+ inclusive curriculum and tackling HBT language and bullying
- By providing support structures and information/resources to LGBT pupils on LGBTQ+ issues and support services
- By providing pupils with LGBTQ+ inclusive Relationships and Sex Education (RSE), opportunities to discuss gender identity and sexuality, and including LGBTQ+ people and themes in the wider curriculum where relevant
- By providing multiple ways for pupils to report HBT language and bullying, monitoring (including through staff and pupil surveys) and recording HBT language and bullying, as well as ensuring that pupils are aware that HBT language and bullying are wrong

- By ensuring that the school library contains books with LGBTQ+ themes and that any assemblies, projects or displays which celebrate diversity or tackle bullying are LGBTQ+ inclusive
- By nominating a member of staff as the school's LGBTQ+ lead to monitor the implementation of this policy and provide training and additional support and advice to pupils and staff
- By setting up an LGBTQ+ group in school so pupils have a safe space to discuss issues relevant to LGBTQ+ pupils (this should be in place by Term 5 of academic year 22/23)

Raising Awareness

- The school's LGBTQ+ group to meet regularly, this is supervised by the LGBTQ+ Staff lead. The group will plan events and activities to raise awareness of LGBTQ+ issues in school.
- A whole school assembly will be delivered by the Leadership team during schools July Diversity week.
- Additional LGBTQ+ awareness training will be open to all staff
- Introduction of designated Gender-neutral toilets and changing spaces.
- Opportunities for challenging stereotypes through clubs and the curriculum
- An audit of the school curriculum to consider opportunities for LGBTQ+ education within Schemes of work.
- Opportunities to raise awareness of and embed LGBTQ+ topics in different subject areas across the school.

Below are some useful links if you would like to find out more, including some recommended books:

[Diversity Role Models Website](#)

[PopnOilly](#)

[LGBTQ+ books for kids](#)

Guidance for Staff

Toilets & Changing spaces

Pupils identifying as gender non-conforming have access to the gender-neutral safe spaces for toileting and changing. These spaces are as follows:

S12 – Toilet by the red doors in Sixth Form

M25 – Toilet and changing space in the new building next to the boy's toilets before the TLC area – could be used for changing for PE also

M20 & M21 – Toilets in the new building next to the girl's toilets before the TLC area

M2 – Toilet by the new hall - could be used for changing for PE also

C20 – Toilet opposite Ms. Gunns room

Day trips/swimming

Staff taking pupils off site for trips have a responsibility to ensure the intended destination has suitable toileting and changing facilities. It is the responsibility of the trip leader to ensure a suitable gender-neutral changing space is available at the facility if it is required.

Residential Trips

Staff taking pupils away on residential trips need to ensure that there are suitable gender-neutral safe spaces for the purposes of toileting, changing, showering/bathing and sleeping. The safety of all pupils is of paramount responsibility, this is especially pertinent when taking pupils off the school site. Sleeping arrangements should allow for a specific gender-neutral space. It is the responsibility of the trip leader to ensure the intended destination is suitable before the trip is agreed and signed off by the Educational Visits Co-ordinator (EVC).

Intimate care

Anyone administering intimate care should do so in accordance with the intimate care



Intimate Care
policy.docx

policy which can be found here

The voice of the young person should be obtained before undertaking any intimate care and their wishes should be respected as long as it is safe to do so. Intimate care should take place in a designated space with two members of staff.