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# Auditing Your School: Promoting LGBT+ Equality and Tackling Homophobic, Biphobic and Transphobic Bullying

The indicators in this template audit are taken from the full equalities audit available through the EqualiTeach Equalities Award scheme (www.equaliteach.co.uk). The audit is designed to help schools think about their current practice with regards to LGBT+ inclusion and provide ways in which they can improve.

# Behaviour and Welfare

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| Indicator | Benchmarks - Examples | Current Practice | How to Improve |
| 1.1 Prejudice-related bullying and incidents are dealt with effectively | * The school has a robust anti-bullying policy with specific mention of identity-based bullying, including homophobic, biphobic and transphobic (HBT) bullying * There are clear procedures in place for recognising and responding to all prejudice-related incidents * All prejudice-related incidents are recorded, using a separate system to the behaviour log * All staff receive training on how to recognise and respond to incidents of HBT bullying * Pupil-friendly versions of the anti-bullying policy are shared with pupils * Pupils have access to different ways of reporting prejudice-related incidents * The results of pupil surveys show that pupils trust leaders to respond effectively to incidents of HBT bullying and know who to go to if they have an issue * Senior leaders and governors are aware of the prevalence and type of HBT bullying incidents in the school and strategies are developed based on this data |  |  |
| 1.2 Parents and carers know how to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way | * The school has a clear policy and procedures to deal with concerns and complaints, which are communicated to parents and carers * A member of the SLT coordinates how complaints by parents and carers are dealt with, keeps accurate records, and ensures that the complainant is kept updated at all stages of the process * Complaints are dealt with in a timely fashion * Interviews with complainants and others involved in the complaint are conducted with an open mind and in a sensitive fashion * Results from parent/carers surveys show that parents trust the school to respond effectively to complaints * The governing body reviews the handling of complaints at regular intervals to inform improvements and the effectiveness of the complaints procedure |  |  |
| 1.3 Staff members treat each other, pupils and parents/carers with respect and feel able to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way | * There is a robust staff behaviour policy or code of conduct in place which includes a whistleblowing procedure to allow staff to raise concerns * All staff are aware of the different routes open to them to report a concern both within and outside school * Staff receive training about appropriate and inappropriate terminology and jokes and what to do if they have a concern about colleagues’ behaviour * Staff surveys show that staff would feel able to make a complaint if they needed to and that they feel safe, valued and included in school * The governing body reviews the handling of concerns and complaints at regular intervals to inform improvements and the effectiveness of the behaviour policy |  |  |

# Leadership and Management

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| Indicator | Benchmarks | Current Practice | How to Improve |
| 2.1 Equality is core to the school’s ethos and values and communicated to all in the school community | * The school has a robust equality, diversity and inclusion policy, which is accessible to all in the school community, and has specific mention of LGBT+ equality * There is mention of equality in the school’s home/school agreement * The school’s commitment to equality is clear in the school’s communications with staff, parents/carers, governors and pupils, prospective parents/carers and pupils and the wider community * A nominated Governor/Parent Council representative works in partnership with the SLT to promote LGBT+ equality * Staff, parents/carers, governors and pupils can articulate the school’s commitment to equality * The school invites parents/carers to provide feedback on the school’s commitment to equality |  |  |
| 2.2 All members of the staff team receive continuous professional development on issues of LGBT+ equality | * Training on LGBT+ equality is part of a member of staff member’s induction process * LGBT+ equality issues are included in staff briefings * Identified members of staff have responsibility for overseeing key aspects of the promotion of equality, diversity and inclusion within the school, including LGBT+ equality * The whole staff team receives regular training on a wide breadth of equality areas and working groups are in place to ensure that the learning is implemented |  |  |
| 2.3 The school promotes a positive environment in which people from all backgrounds feel valued and included | * The school conducts feedback questionnaires with staff, pupils and parents/carers, which ask about their feelings of being valued and included and results are positive * Pupils from LGBT+ backgrounds see themselves reflected in the wall displays, website and external communications * National events which are important to young people in the school are celebrated e.g. LGBT History Month * The school acts on any negative responses arising from feedback questionnaires with staff, pupils and parents and carers with regards to feelings of exclusion * The voices of pupils are heard, and pupils are actively involved in decision-making. * The physical environment of the school is inclusive of people of transgender pupils and staff * The school has an inclusive uniform policy, which takes into account transgender pupils |  |  |
| 2.4 The school listens to and conducts meaningful consultation with parents/carers, pupils and staff to identify LGBT+ equality issues and barriers to inclusion | * The school consults with staff, pupils and parents/carers, with specific mention of LGBT+ equality issues * Action plans are put in place to overcome the barriers and issues which arise from the pupil/staff/parent and carer consultations * Parents and carers involve themselves in many aspects of the life of the school * Communications take into account language, literacy levels, lack of access to computers, cultural differences |  |  |
| 2.5 The school assesses the impact of policies and measures on equalities, with regards to current and prospective pupils and parents/carers | * Before introducing important new policies or measures, the school carefully assesses their potential impact on LGBT+ equality, its current and prospective pupils and parents, and keeps a record of the analysis and judgements which it makes * The school involves parents/carers and pupils in its assessment of policies impact on LGBT+ equality |  |  |

# Personal Development of Pupils

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| Indicator | Benchmarks | Current Practice | How to Improve |
| 3.1 Young people have the opportunity to explore concepts of homophobia, biphobia and transphobia (HBT) and understand the harms of HBT bullying | * The school celebrates national and international events linked to issues of equality, such as Anti-bullying Week and LGBT History Month, * Pupils have access to books and resources which explore HBT bullying * Assemblies and lessons on topics on HBT bullying are delivered * Topics are explored through workshops led by external visitors * Concepts of HBT bullying are embedded into the school’s SMSC development and PSHE programmes * Young people are able to articulate the harms of HBT bullying |  |  |
| 3.2 Pupils are encouraged to develop an awareness of and pride in their own identities as well as empathy and insight into the lives of experiences of people from different backgrounds | * Opportunities to explore identity are embedded into the school’s SMSC provision and PSHE programme. * Pupils exhibit pride in their own identities and empathy and insight into the lives of experiences of people from different backgrounds. |  |  |
| 3.3 Pupils learn to understand each other and value diversity; there are strong and positive relationships between individuals from different backgrounds within the school | * Young people have the opportunity to learn about different families, relationships and genders * Pupils have access to resources which explore different families, relationships and genders * Pupils learn of the important contributions which people of different backgrounds have made, and continue to make, to UK society * Peer support groups and/or mentoring/buddie schemes are in place * Work around diversity is embedded into the school’s SMSC development and PSHE programme |  |  |
| 3.4 Robust Relationships and Sex Education (RSE) is in place | * The school has an RSE policy in place, which is written in consultation with parents/carers, makes reference to people of all backgrounds and reflects the composition of the local community * RSE is inclusive of LGBT+ people * RSE is delivered by trained teachers * There is a lead teacher for RSE * Teachers provide young people with opportunities to ask questions about relationships (and sex) * Pupils and parents/carers are given the opportunity to feedback on the school’s RSE policy and scheme of work * RSE is analysed to ensure that it is inclusive of all pupils and free from prejudice or bias and is regularly updated |  |  |
| 3.5 PSHE provision is robust, considered and applicable to the issues in the local area | * The school has a robust PSHE policy in place * Staff who deliver PSHE lessons receive training on working with young people on LGBT+ equality issues * Pupils and parents/carers are given the opportunity to feedback on the school’s PSHE provision * PSHE provision is analysed to ensure that it is inclusive of all pupils and free from prejudice or bias and is updated accordingly |  |  |

# Teaching and Learning

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| Indicator | Benchmarks | Current Practice | How to Improve |
| 4.1 Curriculum design and implementation is inclusive of people of different sexual orientations | * Curriculum planning and design is inclusive of people of different sexual orientations * Teachers use resources and examples which showcase people from different sexual orientations and which do not reinforce stereotypes * Teachers use LGB inclusive language * Pupils and parents/carers feel that teaching and learning is inclusive of people of different sexual orientations * Teachers are aware and respectful of different family make ups amongst pupils * Where concerns are raised by pupils and parents and carers, steps are taken to address issues * The curriculum is analysed for bias and prejudice against LGB people and steps are taken to address issues where necessary |  |  |
| 4.2 Curriculum design and implementation is inclusive of people of different genders (including transgender people) | * Curriculum planning and design is inclusive of people of different genders * Teachers use resources and examples which people of different genders, which do not reinforce stereotypes * The classroom environment is supportive and accommodating of gender non-conforming pupils * Teachers use appropriate language when discussing issues around gender * Teachers are aware and respectful that pupils may experience their gender in different ways * Teachers use gender neutral language where applicable * Pupils and parents/carers feel that teaching and learning is inclusive of people of different genders * The curriculum is analysed for bias and prejudice against people of different genders and steps are taken to address issues where necessary |  |  |