

**Educate out Prejudice
with**

Sue Sanders

Co Chair

Schools OUT

LGBT History Month

The Classroom

Lesbians, Gay Men, Bisexual and Trans People are

BLACK, WHITE, DUAL HERITAGE,
DAUGHTERS, SONS,
AUNTS, MOTHERS, SISTERS, BROTHERS, FATHERS,
UNCLES, NEPHEWS, NIECES, FRIENDS,
COLLEAGUES, WORKERS, NON-WAGED,
STUDENTS, TEACHERS,
CUSTOMERS, DIFFERENTLY-ABLED,
JEWISH, HINDU, SIKH, MUSLIM, CHRISTIAN, GENTILE,
OF ALL RELIGIONS AND NONE,
OLD AND YOUNG,
WOMEN AND MEN,
AND FROM
EVERY POLITICAL PERSPECTIVE

THE PUBLIC DUTY

The Equality Act 2010 introduces a single equality duty on public bodies which will be extended to include all protected strands -. This combined equality duty will come into effect in April 2011 and will have three main elements .

In carrying out their functions, public bodies will be required to have due regard to the need to:

- 1) Eliminate conduct that is prohibited by the Act, that is discrimination, harassment and victimisation
- 2) Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- 3) Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Eliminating Discrimination, Harassment and Victimisation

- Clear effective policy and practice on behaviour and language.
- Train all staff, front line and backroom on equalities and diversity issues regularly.
- Ensure such training includes case studies that are real to them.
- Use surveys and questionnaires regularly to gauge what is happening in the organisation.
- Analyse complaints received and actions taken and use outcomes to change and develop practice.
- Make reasonable adjustments

Advancing Equal Opportunity

- Equal opportunity is a needs based approach it cannot work on a one size fits all.
Use surveys, social networks, outside groups to inform you of needs and gaps
- Monitor service users and service givers
Explain why you are doing it how you keep things confidential, Put on the top of the form what you have learnt since the last time you monitored and what you have done to make a positive difference
- Embed learning in all areas of both service delivery- curriculum, policies and images and employment

Fostering Good Relations

- Requires tackling prejudice and promoting understanding
- Inform people about the issues - history of oppressions problems of accessibility past lack of inclusion
- Education - use the curriculum and images and language
- Ensure that the diversity of the population of the country not just your patch is represented in all the material you use
- Use diversity months
- Ensure your material, publicity, forms are inclusive in image and language and intent.

7. The legal position

- 7.1 The Equality Act of 2010: Sexuality and transgender are protected characteristics (http://www.equalities.gov.uk/equality_act_2010.aspx)
- 7.2 Aspects of The Education and Inspections Act 2006 remain, including duties regarding pupils' behaviour: Headteachers must identify and implement measures to promote good behaviour and respect for others and prevent **all forms** of bullying.
<http://www.legislation.gov.uk/ukpga/2006/40/contents>
- 7.3 The Equality Acts 2006 and 2010: Colleges and schools cannot treat homophobic bullying differently to other forms of bullying because it is the law in the provision of goods and services that LGB and transgender pupils are treated the same as their peers. So the curriculum should cater for LGB, heterosexual and for transgender students.
<http://www.legislation.gov.uk/ukpga/2006/3/contents>
- 7.4 Ofsted currently inspects pupils' cultural development please refer in particular to paragraph 13 using the following link. This legislation remains and has not been repealed. Inspectors should continue to ask schools and governing bodies whether they meet the legislation.
<http://www.communitycohesionncc.org.uk/docs/484.doc>

Heteronormativity

Where the default position is that 'people' are

White

Non disabled

Heterosexual

Christian

Male

Medical Model

Disability and “fault” is placed on the individual person affected. They need to eradicate or mitigate the effect of their impairments so to be ‘normal’ and not put strain on society.

The Social Model

The approach is to recognise difference/impairment as the responsibility of society's and find ways to mitigate the barriers.

In other words equal opportunity is not treating every one the same.

Education often promotes binary concepts of

Sexual Orientation and Gender

Many activities are single sex

And assumes clarity on gender

Giving the foundation to

Homophobia and making trans

people at best invisible or at worst

discriminated against

Children and young people's experiences

- With most people's families you don't have to explain to everybody about your whole family, but I do in the playground. People will be like oh, how come you've got two mummies, you can only have one, and then I have to explain it all, but other people don't really have to do that Briony 6 (London)

- When people say 'gay'.... I feel worse than other people Mark 8 (London)

- When I told the head teacher at my school that I was being bullied because I was gay, he told me that it was my fault for coming out and that I should have kept it quiet 16 year old (Cambridge)

- Sources: SexYOUality & Stonewall

Children and young people's experiences

- Young people identifying themselves as lesbian, gay or bisexual (LGB) worry more about going to school than those who identify themselves as heterosexual

- 36% of LGB young people reported being bullied at or near school, compared with 15% of heterosexual young people

- A quarter of LGB young people reported experiencing cyber bullying at least once a month compared with less than 10% of heterosexual young people

- Source: Health Related Behaviour Survey, Year 10 Cambridgeshire school pupils (July 2010)

Institutionalised oppression

is the collective failure of an organisation to provide an appropriate and professional service to people because of their race, gender, gender identity, sexual orientation, religion or belief, age, ability or class.

adapted from the Stephen Lawrence Report

Hate crime and incidents

The Association of Chief Police Officers distinguishes between a hate incident and a hate crime.

A hate incident is:

"Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate."

Whilst a hate crime is defined specifically as:

"Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate."

"Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate."

Solutions

Language

Law

Role Models

Culture

Education can

Challenge the normalcy model

Question assumptions

Challenge gender/sexual stereotypes

Celebrate difference

Visibilise all relationships and identities

Recognise and validate continuum of sexuality and gender

Challenge binary concept of gender and sexual orientation

Usualise Ourselves

Explore ways of making the diversity of LGBT people in all our ethnicities, ages, religions, disabilities and abilities, genders, camp, and butch

- Present

- Visible

- and Celebrated



“The school promotes equality extremely well, gaining national recognition for its pioneering work in tackling homophobia.”

Ofsted, September 2011



Good practice resource - Creating an inclusive school community: Central Street Infant and Nursery School

03 Feb 2012 Ofsted

Knowledge of different types of families ensures that all parents and carers regardless of their sexuality and backgrounds are welcomed into this inclusive school community. Provision in the Early Years Foundation Stage and in Key Stage 1 ensures that pupils whose parents and carers or family members are lesbian, gay, bisexual or transgendered (LGBT) feel included. The school has successfully tackled homophobic language, attitudes and behaviour.

Provider: [Central Street Infant and Nursery School - 107507](#)

Available downloads

File name

[word Central Street Infant and Nursery School - Good practice example.doc](#)

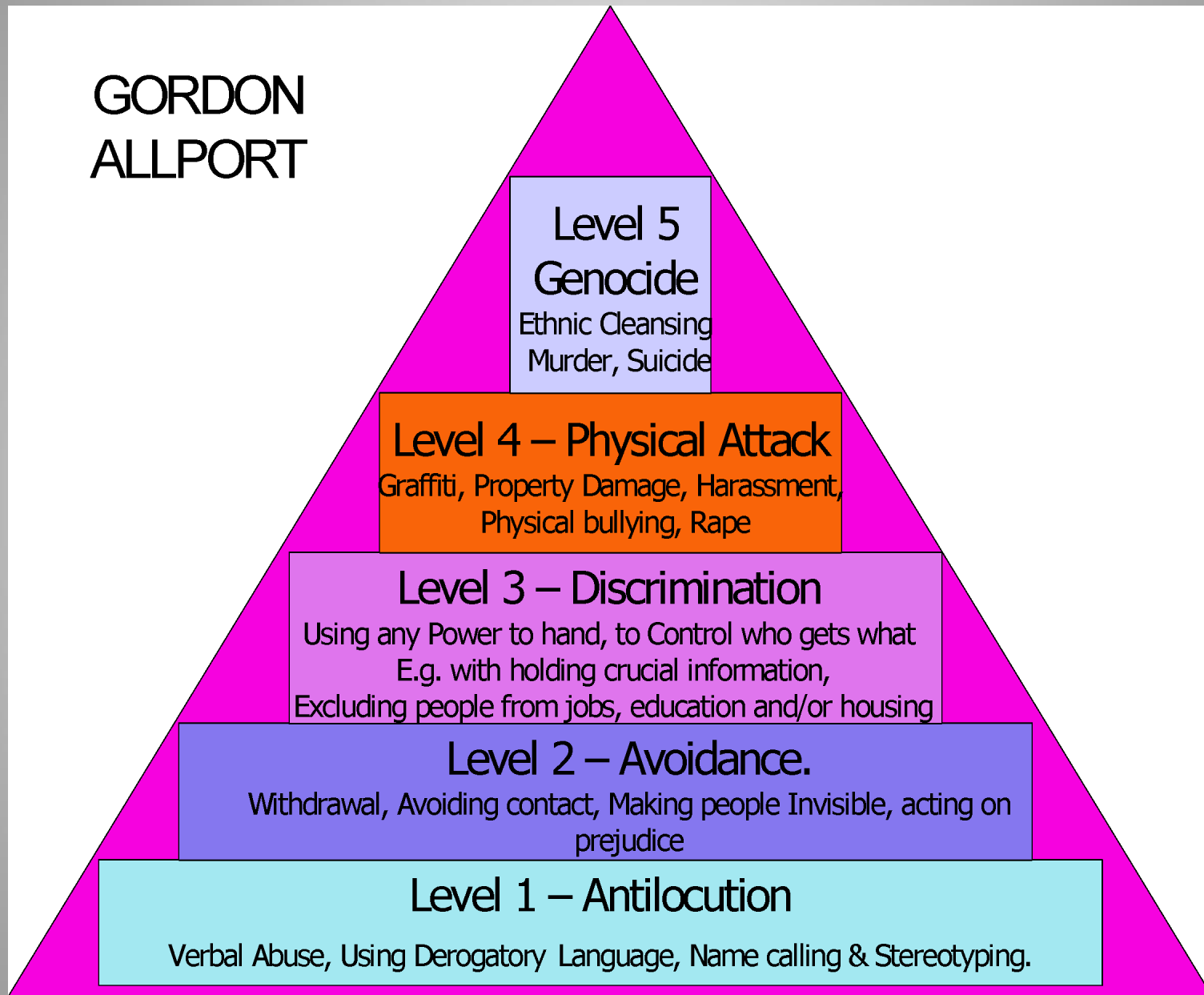
[pdf Central Street Infant and Nursery School - Good practice example.pdf](#)

The behaviour and safety of pupils at the school

- 1. When evaluating the behaviour and safety of pupils at the school, inspectors will consider:**
 - pupils' attitudes to learning and conduct in lessons and around the school**
 - pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability**
 - how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity**

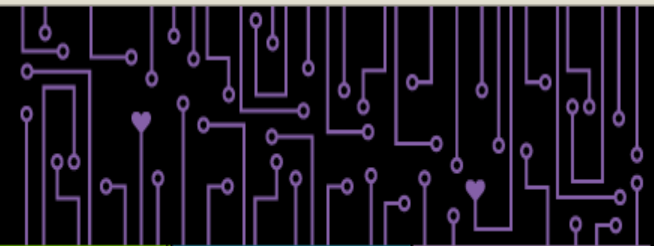
**The draft framework for school
inspection – Ofsted September 2011**

GORDON ALLPORT



LGBT History Month

Lesbian Gay Bisexual Trans



- ABOUT US
- FEB EVENTS
- UPDATES
- SCHOOLS
- HISTORY
- RESOURCES

EVERY FEBRUARY IN THE UK



Lesbian Gay Bisexual Trans History Month takes place every year in February. It celebrates the lives and achievements of the LGBT community.

We are committed to celebrate its diversity and that of the society as a whole. We encourage everyone to see diversity and cultural pluralism as the positive forces that they are and endeavour to reflect this in all we do.

2013 will be dedicated to Maths, science and engineering. [Learn more](#)

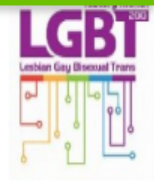
BUY A PIN BADGE OR KEY RING

2013 Badges and Keyrings

- For Schools
- Schools Resources
- Suggested Lessons

CURRENT AFFAIRS

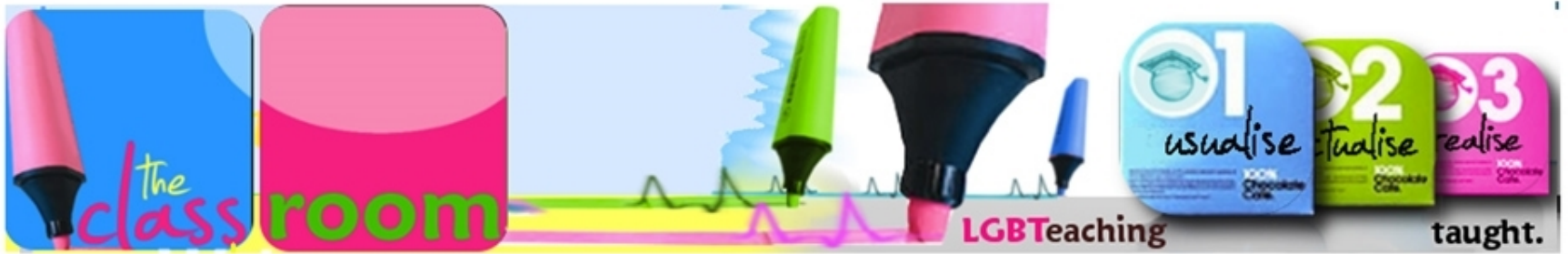
AWARDS FOR LGBT HISTORY MONTH



Southwark LGBT Network LGBT History Month Small Grants Scheme is open for applications. The grants are up to £500. Projects may benefit LGBT people anywhere in the UK, but there must be a focus on Southwark and clear benefit to LGBT people living, working, studying or socialising in Southwark. We are particularly looking for innovative [...]

SEARCH THIS SITE & SCHOOLS OUT

SUBSCRIBE TO THE LGBT NEWSLETTER



- By Key Stage ▸
- By Subject ▸

- Early Years Foundation Studies
- Key Stage 1
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5

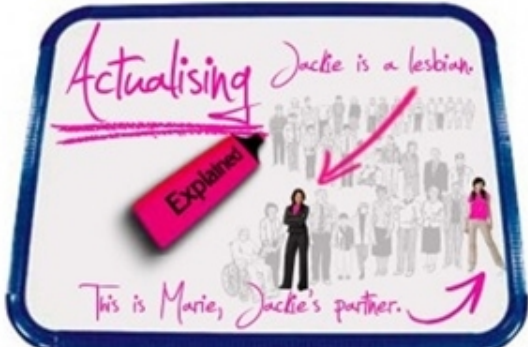
How to: Usualise



More about usualising [here](#).

☆☆☆☆☆  Rate this

How to: Actualise



- RECENT POSTS**
- Private: Classroom Update
 - Vital
 - How to: Usualise
 - How to: Actualise
 - The Big Four

TAGS

- By Key Stage ▸
- By Subject ▸

- Art
- Citizenship
- Design & Technology
- English
- Geography
- History
- ICT
- Maths
- MFL
- Music
- PSHE
- PE
- RE
- Science

How to: Usualise



More about usualising [here](#).

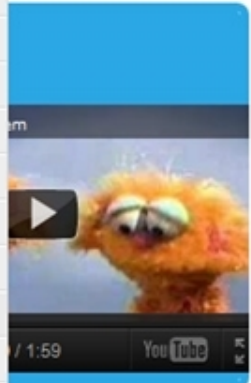
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How to: Actualise



More about actualising [here](#).

☆☆☆☆☆  Rate this



Form Update

- How to: Usualise
- How to: Actualise
- The Big Four

TAGS

actualising AIDS bisexual bully bullying Citizenship civil partnership



Working towards equality, safety for all lesbian, gay, bisexual and trans people

Our over-arching aim is to make our schools safe and inclusive for everyone. To do this we need:

1. To provide both a formal and informal support network for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education.
2. To campaign on lesbian, gay, bisexual and trans issues as they affect education and those in education.
3. To research, debate and stimulate curriculum development on LGBT issues.
4. To work towards unison between teacher and lecturer unions and other professional stakeholders in education
5. To promote equality in education for LGBT people and all the protected characteristics

Introducing the Schools Out Annual National Conference



Understanding gender and sexuality is essential for new teachers, long standing teachers, heterosexual teachers and lesbian, gay bisexual or trans teachers. It is also vital to understand in order to meet new legal and Ofsted requirements. [Continue reading →](#)

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CPDnet

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You are here: Home / TEACHING DEVELOPMENT / Tackling homophobic bullying & language in schools

Book this course

Shaun Dellenty

Tackling homophobic bullying & language in schools

Course date: March 20th 2013

Course date: June 12th 2013

Times: 9.30-4.30

Venue: Alfred Salter Primary School

Link: <http://www.alfredsalter.com/>

Cost: £150.00

TACKLING HOMOPHOBIC BULLYING AND LANGUAGE IN SCHOOLS

Course date: Wednesday March 20th 2013

Course date: Wednesday June 12th 2013

Course times: 9.30-4.30

Course venue: Alfred Salter Primary School

Course Borough: London Borough of Southwark

Venue link: <http://www.alfredsalter.com/>

Course cost: £150.00

Course includes: Course notes, refreshments, sandwich lunch

Course Description:

A child centred approach to addressing homophobic bullying positively, for Teachers, School Leaders, Inclusion Managers, School Governors and other interested professionals.

Homophobic bullying and language is experienced by a large number of pupils-many of who are not actually gay, yet most teachers have had no training around this issue. The current OFSTED framework gives clear guidance for inspectors to report on what schools are doing to tackle homophobic bullying. Homophobic bullying impacts profoundly on young people's well being and academic attainment.

The course will be facilitated by Alfred Salter Primary School Deputy Headteacher Shaun Dellenty. Shaun's 'Inclusion For All' work in tackling homophobia positively has been featured in the Times Educational Supplement, Evening Standard, Daily Telegraph, BBC news, Huffington Post, NAHT Leadership Focus and Teach Primary; Shaun has spoken about tackling homophobic bullying at local and national anti-bullying events and at the National College for School Leadership conference 2012.

CHRYSALIS

Contact details:

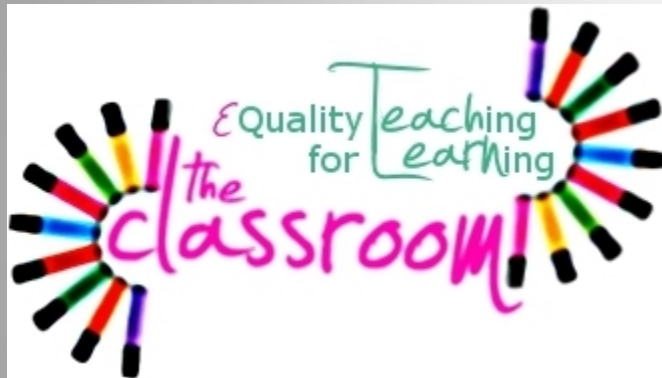
44A East Dulwich Road SE22

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020 7635 0476 / 07960

493544

www.thechrysalisteam.co.uk



**Safer Schools
through
Acknowledging
Diversity**



Diversity Calendar

January	Holocaust Memorial Day http://www.hmd.org.uk/
February	LGBT History Month www.lgbthistorymonth.org.uk
March	Womens HistoryMonth http://womenshistorymonth.co.uk/
June	Gypsy and Traveller History Month http://www.grthm.co.uk/
October	Black History Month http://www.black-history-month.co.uk/
November 22nd – December 22nd	Disabled History Month http://www.ukdisabilityhistorymonth.com/

**INTERNATIONAL DAY
AGAINST HOMOPHOBIA AND
TRANSPHOBIA
MAY 17TH**

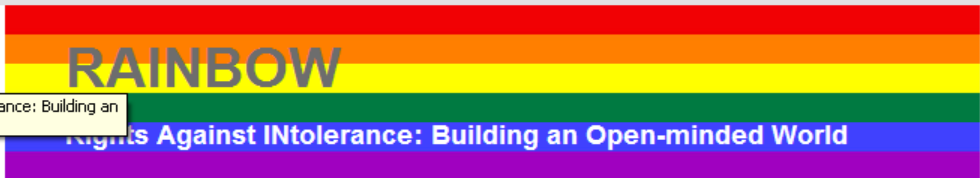
**November 28th
Transgender Day of
Remembrance**

Resources and Information

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org
- LGBT History Month: www.lgbthistorymonth.org.uk
- The Classroom: www.the-classroom.org.uk
- Gendered Intelligence
- <http://www.genderedintelligence.co.uk/>
- Gires <http://www.gires.org.uk/>
- Out for our children
- <http://www.outforourchildren.org.uk/>
- Mermaids
- <http://www.mermaidsuk.org.uk/>
- No Outsiders
- <http://projects.sunderland.ac.uk/archived/ell-nooutsiders/>



- Harvey Milk Foundation and Schools OUT film Competition
- Local Historian Stephen Bourne has a booklet needs funding on Southwark and LGBT History



The Project

The Project

- Educational Toolkit
- Playful toolkit
- Partners
- Press

- About/Impress

RAINBOW – Rights Against INTolerance: Building an Open-minded World

The project connects EU gay and lesbian associations, schools, media professionals promoting the rights of children and young people to their sexual identity and orientation and who fight against homophobia, in order to A) study stereotypes and B) challenge them.



Rights
against
intolerance
BUILDING AN
OPEN-MINDED
WORLD



<http://www.rainbowproject.eu/>

An action-research targeted to education professionals (teachers mainly, but also educators), as well as to children and young people, the final beneficiaries.

Greater Manchester



Prevalence of Homophobia Survey

Local Teachers Speak Out
about Homophobic Bullying abuse
of our Children and their colleagues

Summer 2012

“Everyone is an insider,
there are no outsiders,
whatever their beliefs
whatever their colour,
gender, or sexuality.”

Archbishop Desmond Tutu

With a foreword by Cllr. Paul Murphy,
Chairman of the Greater Manchester Police Authority.

Introduction by Ms. Sue Sanders
Co Chair of Schools OUT/LGBT History Month.

Afterword by Professor Ian Rivers
Brunel University, London. Patron LGBT History Month and FFLAG.

Sponsored by Schools OUT Classroom and LGBT History Month.



Q and A

