



Clacton County High School

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Higher Expectations, Raising Aspirations, Transforming Lives

LGBTQ+ Policy

Standard Operating

Procedure

2023 - 24

This document was originally approved:	Spring 2023
This document is due for review:	Spring 2024

Introduction

Every young person deserves to see themselves, their family, and the full diversity of our world reflected in their curriculum. This includes teaching about LGBTQ+ identities and issues.

At Clacton County High School, through a broad and balanced curriculum including tutorial and assembly materials we aim to provide a supportive learning environment where every student, regardless of their LGBTQ+ identity, is able to learn and achieve.

This policy has been created in accordance with the following Acts of parliament.

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 students 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.

This document should be read in conjunction with the following school policies

- Code of Conduct for staff and Students
- Anti-bullying Policy
- Behaviour for Learning Policy
- Child Protection Policy
- Equalities Policy
- PSHE Policy
- Relationships and Sex Education Policy

There are government expectations that schools should support students to be resilient and mentally healthy. They should provide a safe environment that fosters trust and belonging and create a culture that supports mental health.

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

Aims

- To develop a whole school approach for staff, students, parents and visitors.
- To make all diversity inclusion a feature of the culture at CCHS.
- To work restoratively together with students and families.
- To provide a holistic & multi-agency approach.
- To provide an inclusive environment in which LGBTQ+ students and staff are valued and respected.
- To promote understanding of and support the needs of LGBTQ+ students and staff.
- To promote LGBTQ+ awareness and issues through the provision of an inclusive curriculum.
- To monitor and tackle homophobic, bi-phobic or transphobic (HBT) bullying and language.

The school seeks to achieve these aims:

- By ensuring that school policies and practices are inclusive and supportive of LGBTQ+ people.
- By providing training to staff in supporting LGBTQ+ students, developing an inclusive curriculum and tackling Homo, Bi or transphobic language and bullying.
- By providing support structures, information and resources to LGBTQ+ students on LGBTQ+ issues and support services.
- By providing students with LGBTQ+ inclusive Relationships and Sex Education (RSE), opportunities to discuss gender identity and sexuality, and including LGBTQ+ people and themes in the RSHE, PROUD and wider curriculum where relevant.
- By ensuring that any assemblies, projects or displays which celebrate diversity or tackle bullying are LGBTQ+-inclusive.
- By maintaining a gender-neutral option on the dress code and ensuring that unnecessarily gendered aspects of school life are avoided.
- By ensuring that the school provides accessible toilets and changing facilities.
- By nominating a member of staff as the school's LGBTQ+ ambassador to monitor the implementation of this policy and provide training and additional support and advice to students and staff.

PSHE Curriculum

Our PSHE curriculum is delivered in fortnightly sessions of one lesson, through assemblies and through the tutor programme. The curriculum includes all aspects of Personal Social and Health Education and Relationships and Sex Education and gives careful consideration to the six equality strands: race, ethnicity, gender, age, religion, disability and sexuality, (REGARDS). PSHE and RSHE is delivered within a whole school approach, and learning takes place through:

- Dedicated curriculum time delivered by specific faculties to ensure specialist teaching of the key concepts.
- Guided tutorial programme of activities.
- Assemblies.
- PSHE timetabled lessons.
- Extra-curricular activities and clubs.

Full details and a curriculum breakdown can be found in our PSHE and RSHE Curriculum Policies.

Supporting our LGBTQ+ community

Staff will:

- Ensure students discussing gender related issues including HBT bullying are taken seriously and informed of what action will be taken or support given.
- Act immediately and record all reports via Safeguard My School.
- Ensure that parents/carers are contacted and kept well informed on what action the school decides to take or advice the person is offered.
- Contact parents/carers of those carrying out any HBT bullying and inform them of the school's actions.
- Sign post students to appropriate a named member of staff who leads on LGBTQ+ to offer advice, support structures and information/resources.
- Receive appropriate training in LGBT and develop a fully inclusive curriculum that tackles HBT language and bullying.

What can a student do if they are being subject to HBT bullying or are questioning their identity?

- Discuss the issue with a trusted staff member (form tutor, pastoral team etc.), family or friend.
- Do not retaliate to bullying.
- Do not keep issues secret. There are many adults in school who want to help – they can help to decide how to handle the situation and take necessary action.
- Tell any bullies to stop. Make it clear you don't like what is happening.

Guidelines for parents/carers:

- Parents/carers are reminded of the importance of taking an active interest in their child's school / social life
- If parents/carers think their child is being HBT bullied or have reason to believe their child is experiencing difficulties with LGBTQ+ agenda they should, contact the school immediately. School staff will listen to any concerns and where necessary arrange a meeting to discuss further.

External Agencies

- At CCHS we work with many agencies in the support of our LGBTQ+ community. The main agencies are below:
- **Stonewall** (stonewall.org.uk) - This is a national organisation who support schools in promoting equality and providing staff training
- **Mermaids** (mermaidsuk.org.uk) - This is another national organisation with vast online resources to support families and children.
- **The Outhouse** (theouthouse.org.uk) - This is a local charity, based in Colchester, who provide counselling support for children and young people who are questioning their feelings about their identity

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Child Discusses

This can be a very difficult time for a young person and it may have taken an extremely long time for them to feel able to discuss their feelings



Safeguarding Referral

Inform Safeguarding Team by completing a concern form on ClassCharts



Contact to LGBTQ+ Ambassador

The Safeguarding Team will contact the LGBTQ+ Ambassador who will make initial contact with the young person. This allows the young person to talk further about what they have discussed and for us, as a school, to start to implement support.



Phone call home

A call is made to invite parents/carers/social workers (where applicable) to a meeting with the LGBTQ+ Ambassador and/or the Deputy Headteacher. The young person is also invited to the meeting. Information disclosed to the school is discussed with the parents where the child is under 13 and with the permission of the child if they are over 13.



Student/Family Support

Family support is offered in the form of referrals to external agencies (such as mermaids). Some students just require support in school. This may be counselling support via internal/external agencies, invitations to the lunch support groups etc.



Thinking Time

A period of reflection of not less than one half term but ideally at least one term is implemented to allow for thinking time prior to any changes taking place. Some changes may happen sooner depending on the outcome of support for the child outside of school.



Information Updated

Arbor and ClassCharts are updated with changes to names, pronouns etc. Staff are informed. Further counselling support is implemented where required