

Glossary of Terms

Ally - A person (typically heterosexual and cisgender) who supports the LGBTQ+ community.

Bisexual - A person who is attracted to both male and female, or more than one sex or gender.

Cisgender - A person whose gender identity aligns with their assigned sex at birth.

Cisnormativity - An assumption that cisgender is the norm and privileges this over other forms of gender identity.

Deadnaming - Referring to a person using their birth name rather than the name they currently identify with.

Gay - A person who is attracted to others of the same gender.

Gender Identity - A person's innate sense of their own gender; male, female, neither or both.

Heteronormativity - An assumption that heterosexuality is the norm and privileges this over other forms of sexual orientation.

Heterosexual - A person attracted to the opposite gender.

Homosexual - A person attracted to the same gender.

Lesbian - A female attracted to the same gender.

Non-Binary - A person who does not identify their gender as male or female.

Pansexual - A person attracted to someone regardless of their gender.

Pronoun - Words used in conversation to refer to a person's gender.

Trans / Transgender - A person whose gender identity does not align with their assigned sex at birth.



Useful Websites

gires.org.uk
justlikeus.org
lgbtqprimaryhub.com
stonewall.org.uk

BUILDING Resilience

A robust approach which sees individual teachers campaigning and promoting equality alongside effective school policies and practices can lead to positive change. CYP who understand their place in the world and have a sense of belonging within their community are able to develop a deeper sense of self awareness and self-worth. Schools which support personal development and a greater sense of belonging are enhancing the individual's resilience and promoting their wellbeing.

Find out more about building resilience in your school: www.boingboing.org.uk

About HeadStart

HeadStart South Tees supports children and young people's emotional wellbeing in schools and their community. Working with partners, HeadStart improves resilience and provides support at an early stage which enables children and young people to cope better in difficult circumstances.



www.headstartsouthtees.co.uk



Supporting Gender Diversity in Secondary School

Everyone has the right to an effective education, this “must be protected and applied without discrimination” as stated Equality and Human Rights Commission (2021, online). We live in a diverse world. We should feel respected and represented in an equal society including our school communities. Our children and young people (CYP) need to understand the importance of mutual respect by promoting differences and enabling them to form positive attitudes towards diversity. In addition to this, seeing themselves, their families and their community reflected in their education allows them to have a sense of belonging.

LGBTQ+ young people were over two and half times more likely to have a mental health problem compared to those who identify as heterosexual, as identified in the Mental Health of Children and Young People in England, 2017 by NHS (2018, online).

Inclusion in Practice

Schools provide our CYP with the skills needed to become a well-rounded citizen. However, inclusive curriculum, school policies and everyday practices, need to develop further to ensure schools and individuals commit to gender and diversity.

Top Tips:

Be Your Authentic Self

Stonewall (2021, online) identified that over a third of LGBTQ+ staff hide their identity while at work. Everyone should be able to bring their authentic self to work without fear of discrimination.

Individuals should be respectful of difference, share kindness and not worry about getting things wrong by trying. Be open to learn from each other by taking opportunities that may arise; this may include formal training or a discussion in the staff room. It is important individuals recognise the work they can do to be an ally of the community. Small acts can make a big impact.

Be consistent with your approach when around other school staff, pupils or parents, and lead by example. Model good behaviours and challenge homophobic or transphobic language and attitudes.

Inclusive Teaching:

Using any and every opportunity to share and discuss diversity throughout the teaching day. LGBTQ+ needs to be more than a token lesson. CYP should be able to see similarities and differences between themselves and others. Giving time to have positive conversations with pupils, about gender identity and diversity to embed respect, diversity and demonstrate encouraging behaviours. Having an understanding of heteronormativity can support teachers “to be more effective, reach more people in better ways and challenge underlying inequalities”, as determined by Browne, E. (2019 pg3).

By using a person’s preferred name and pronouns is simple way to show respect to an individual. Rather than making assumptions about a person’s gender, or if you are unsure, simply ask them politely. In a situation where you dead name or use an incorrect pronoun, apologise for your mistake, correct yourself and continue. Do not make a situation worse by being over apologetic as this can transfer guilt onto the other person.

Belonging:

Providing a safe learning environment for CYP, where they feel a sense of belonging is an essential social need which is vital to our physical and mental wellbeing. Belonging is an emotional need to feel accepted, loved and valued by others.

Increasing CYP’s sense of belonging by providing opportunities for them to connect with others with common interests, validating their feelings and enabling them to build strong, healthy relationships with staff and other pupils within the school.

Policy and Practice:

Browne, E (2019 pg5) shows that “supporting LGBTQ+ people with their immediate needs”, while also “addressing discriminatory attitudes of others and their social institutions which support discrimination (such as school policy) will generate gradual, yet effective, change to more accepting attitudes.”

Policies and school practices need to be consistent and adhered to by staff and pupils at every stage of negative behaviour. Policies need to be inclusive and show thought for gender diversity. A clear behaviour policy underpins effective education and sets out high expectations which cultivates mutual respect between pupils and staff. Staff need to be supported with strong, well understood policies which are communicated effectively and reviewed appropriately by an effective leadership team.

Bullying can lead to poor attendance, low academic achievement due to the impact on the CYP’s wellbeing. These negative, discriminatory attitudes and behaviours can also affect others around the victim.