

London Borough of Croydon
**Supporting LGBTQ+ Students in
Schools and Colleges**

Date Initially Written	July 2024
Review Date	July 2025
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Reviewed by	VBW / SB

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Section 1 - Introduction

Croydon are a proud and diverse community. We have the largest population of U19's within the London boroughs (nearly 90,000, 26% of Croydon's overall population) and as a council, we aim to promote and provide a community of safety and happiness for everyone.

The council or individual schools cannot succeed alone, we must join together to celebrate our community and educate those who have developed views and opinions which cause harm to our LGBTQ+ students and their families.

The Children's Act 1989 states that schools and colleges have a duty of care to protect children from abuse and in the case of identified or suspected abuse, respond effectively and without delay.

Through informed staff, parents and pupils, we can help to reduce the risk of harm to pupils who identify as LGBTQ+ and create a generation who embrace diverse, healthy, and respectful relationships.

The DfE and OFSTED produced clear guidance for schools and colleges to follow ensuring consistency in education across the country. Within this document, we will highlight the expectations on schools and colleges to safeguard pupils against harm from incidents of hate due to their sexual identity.

KCSIE acknowledges that this area remains under review due to the ongoing consultation of the DfE non-statutory guidance 'Gender Questioning Children.'

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff. P.55

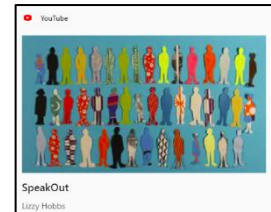
A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. P.55

KCSIE states the following

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. P.36

Section 2 - Developing staff understanding of LGBTQ+

All adults working in our schools not only need to develop an understanding of LGBTQ+ but also what their role within this means for the students. This video focuses on children in the care system and their experiences of coming out, but it also clearly demonstrates how language and responses has a huge impact on the young person. This is just as relevant to our education settings. Click the image or copy and paste this link to watch. <https://www.youtube.com/watch?v=ifdQj5XeSJo>



As educators, we work tirelessly to help pupils learn, grow, and develop into healthy, young adults. A significant part of this journey includes not only teaching about relationships, but also building relationships which have trust as its foundation. To be successful in developing professional relationships with our pupils, we need to *know* them.

The following definitions selected and adapted from the document [LGBTQIA-Dictionary](#), are a selection of terms and language our children and young people (CYP) may refer to. Being familiar with terminology, helps to not only build an understanding but also shows the CYP that you are interested in knowing and understanding who they are or who they identify as.

asexual: Person who experiences little to no sexual attraction. Sometimes shortened as “ace.”

bisexual: A person with the potential to be attracted – romantically and/or sexually – to people of more than one sex and/or gender.

cisgender (cis): A person whose gender identity corresponds with the sex the person was assigned at birth.

cisnormativity: the assumption, in individuals or in institutions, that everyone is cisgender, and that cisgender identities are superior to trans identities or people.

gay: 1) Term used in some cultural settings to represent men who are attracted to men in a sexual or romantic way. 2) Term used in some cultural settings to represent women who are attracted to women in a sexual or romantic way. 3) Term used to refer to the LGBTQIA community as a whole, or as an individual identity label for anyone who does not identify as heterosexual.

genderfluid: 1) Someone who experiences gender in different ways at different times.

gender identity: A person’s internal sense of gender, or a lack thereof. This is information that each person can identify for themselves, and it is likely to be based on gender in their society.

heterosexual: Men who are attracted to women; women who are attracted to men.

heteronormativity: The assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to all other sexualities.

homosexual: A person physically, and/or sexually attracted to members of the same gender. This word is falling out of practice in favour of words like gay or queer.

lesbian: A woman who is attracted to women.

LGBTQIA: A common abbreviation for lesbian, gay, bisexual, transgender, queer, intersex, and asexual communities.

non-binary: Not identifying as either of the binary genders.

pangender: A person whose gender identity is comprised of all or many gender expressions.

pansexual: A person who is sexually attracted to people of all or many genders, or regardless of gender.

pronouns: Historically, gender pronouns have existed in a binary in the English language: he/him/his or she/her/hers. Today, pronouns/gender pronouns also include, but are not limited to, ey, ae, per, ze, thon, they, zhe, and fae.

queer: A reclaimed word that was formerly used solely as a slur but that has been semantically overturned by members of the maligned group, who use it as a term of defiant pride. It is an umbrella term which embraces a matrix of sexual preferences, orientations, and habits of the non-exclusively-heterosexual-and-monogamous majority.

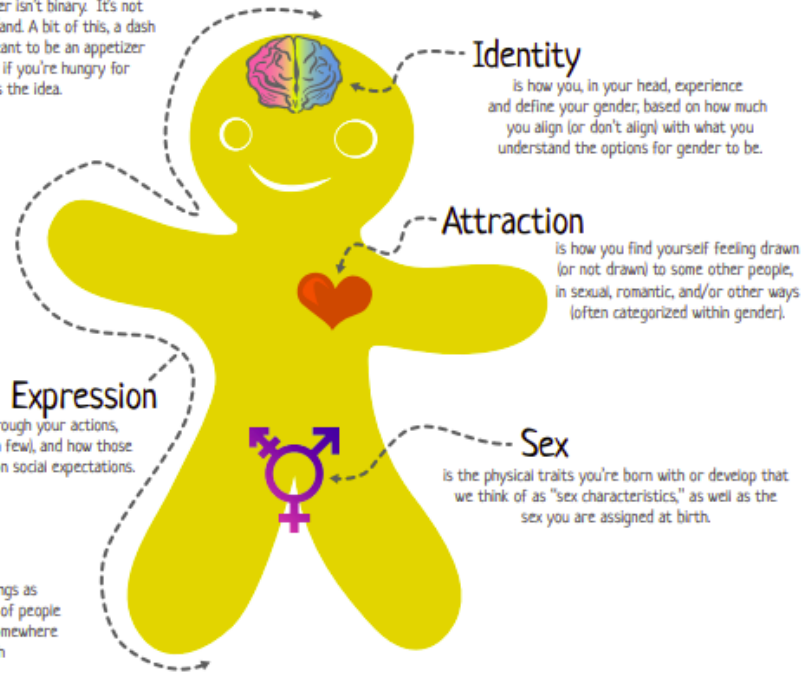
trans: Trans all identities within the gender identity spectrum.

transgender: An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

The Genderbread Person

by its pronounced **METROsexual** .com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



Gender Identity

⊖ → Woman-ness
⊖ → Man-ness

personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things

Gender Expression

⊖ → Femininity
⊖ → Masculinity

style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things

Anatomical Sex

⊖ → Female-ness
⊖ → Male-ness

body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

♥ Sexually Attracted to... and/or (a/o)

⊖ → Women a/o Feminine a/o Female People
⊖ → Men a/o Masculine a/o Male People

♥ Romantically Attracted to...

⊖ → Women a/o Feminine a/o Female People
⊖ → Men a/o Masculine a/o Male People

Sex Assigned At Birth

Female Intersex Male

Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life), Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann For a bigger bite, read more at www.genderbread.org

<https://www.itspronouncedmetrosexual.com/2018/10/the-genderbread-person-v4/>

It is essential that schools have clear expectations, policy, and procedures around staff conduct. This includes challenging any conscious or unconscious bias and discriminatory views and expressions. Any concerns of potential harm (including low level concerns) must be managed in line with the school whistleblowing policy.

Section 3 - Standing Proud as a school/college

Any school or college should model and support equality, diversity and respect. The school community goes beyond the school itself, but into the local community and beyond. This allows openness of discussions, support for all, and most importantly, a safe space for our children to just be. This needs to be a living part of the school ethos that shines through daily.

However, there are always opportunities to enhance and compliment and this can be through awareness days/weeks/months.

January	
February	LGBT+ History Month
March	Bi-sexual health awareness month 31 st Trans day of visibility
April	6 th International Asexuality day
May	17 th international day against homophobia, transphobia and biphobia 19 th Agender pride day 24 th Pansexual and Panromantic awareness day
June	Pride Month School Diversity Week
July	6 th Omnisexual visibility day 14 th International non-binary persons day
August	
September	10 th – World Suicide Prevention Day 21 st International Day of Peace 23 rd – Bi-visibility day
October	8 th International Lesbian Day 11 th – World Coming Out Day 16 th International Pronoun Day Asexual Awareness Week 26 th Intersex Awareness Day
November	Transgender Awareness Month 3 rd Trans parent day
December	8 th Pansexual Pride Day

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers provide the following.

Page 15 - In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Page 15 - Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Page 19 - Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

- Relationships and Sex Education, Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on [Sexwise's](#) website which teachers may find helpful for their knowledge.
- Abuse in relationships: [Disrespect NoBody](#) from the Home Office and Government Equalities Office.
- [Consent: PSHE Association lesson plans from the PSHE association.](#)
- [LGBT inclusivity](#): Stonewall lesson plans and materials for primary and secondary.

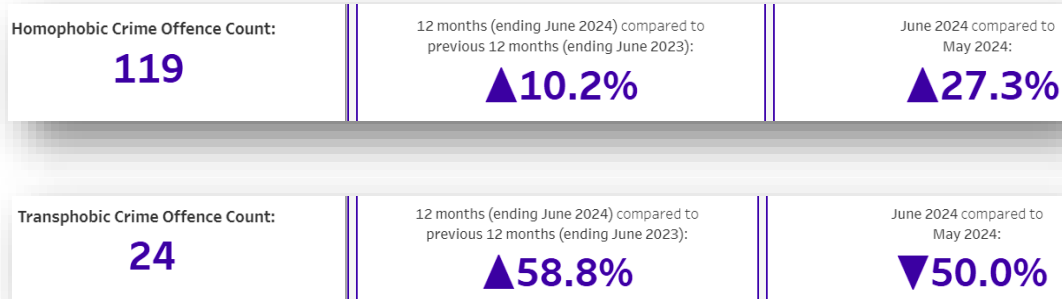
Further signposting can be found at the end of this document.

Section 4 - Hate crime and Croydon context.

What are the volumes by Offence Type?

Hate crime	931	
Racist and Religious Crime	817	
Racist Crime	769	
Homophobic Crime	119	
Faith Crime	95	
Islamophobic Crime	37	
Antisemitic	30	
Disability Crime	26	
Transphobic Crime	24	

[MET police data](#) between July 2023 and June 2024.



Hate crime data collected shows that homophobic and transphobic hate accounts for 15% of hate offences in Croydon with both seeing an increase year on year.

Compared to our neighbouring boroughs of Lambeth, Merton, Bromley and Sutton, Croydon has the second highest number of offences just below Lambeth.

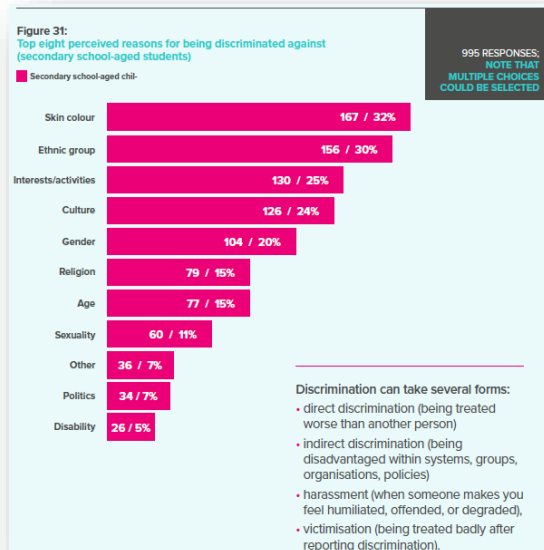
What is Hate Crime? *(Selected from the document [LGBTQIA-Dictionary.](#))*

biphobia: The fear of, discrimination against, or hatred of bisexuals, which is often times related to the current binary standard for sexuality. Biphobia can be seen within and outside of the LGBTQIA+ community.

homophobia: This word refers to an irrational fear of those who are, or who are perceived to be, not heterosexual. Any attitude, action, or practice – backed by institutional power- that subordinates people because of their sexual orientation. This fear is indicative of discriminatory thoughts, so heterosexism might be a better word to use. This would include lesbophobia.

transphobia: This word refers to an irrational fear of those who are gender variant and/or the inability to deal with gender ambiguity. This fear is indicative of discriminatory thoughts, so cissexism might be a better word to use.

When considering any kind of incidents of hate, it is important that schools are recognise intersectionality and microaggression, the more subtle acts of hostility, derogatory, or negative messages, to target persons to solely marginalize group membership.



The Croydon 2022-23 Children and Young People Well-being Survey

11% of YP stated they had experienced discrimination due to their sexuality. This is around 100 children, and taking into account there were many students of secondary age who did not complete the survey, this cannot be dismissed.

As a school you could consider the following questions to help with self-assessment.

1. Do all of our pupils have a trusted adult *they* have identified?
2. If not, what is in place to provide support if needed?
3. Are there helplines and posters around school to signpost?
4. Do we celebrate all our community members?
5. Do we have the voice of our pupils? What are their experiences and what do they think will help them?
6. Is there a safe space in school?
7. Are LGBTQ+ pupils treated equally to other pupil groups?
8. Does our curriculum cover to a range of relationship types during PSHE?
9. In secondary education, do sex education lessons refer to all relationships?
10. Is discriminatory language or actions addressed immediately?
11. What support is in place for both victims and accused of hate incidents?
12. What CPD has there been for staff to understand LGBTQ+?
13. How confident are staff and students to challenge discriminatory comments and behaviours? If not very confident, what and how does this need to change?

**When considering these questions, be honest as a school.
Transparency and honesty provide opportunity for change and progress.**

Section 5 - Hate crime and the law.

The Crown Prosecution Service (CPS) definition

The law recognises five types of hate crime on the basis of:

- Race
- Religion
- Disability
- Sexual orientation
- Transgender identity

Any crime can be prosecuted as a hate crime if the offender has either:

- demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity

Or

- been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity.

Sexual Orientation and transgender are aspects of a person's identity are known as 'protected characteristics' under the Equality Act 2010. Not all hate incidents will amount to a criminal offence, but it is equally important that pupils and families are supported to report it so the police can record it and be aware that it is happening within the community. When incidents of hate become a criminal offence, they then become a hate crime.

Three main types of hate crime:

- **Physical assault** which depending on the level of violence used, may lead to charges of common assault, actual bodily harm or grievous bodily harm.
- **Verbal abuse**, including threats or name-calling.
- **Incitement to hatred** occurs when someone acts in a way that is threatening and intended to stir up hatred. This is enforced under s.18(1) Public Order Act 1986.

Homophobic, biphobia and transphobia is one of three strands covered by legislation; sections 28-31 of the Crime and Disorder Act 1998, and sections 145 and 146 of the Criminal Justice Act 2003.

Signposting

Early Years links and resources	Cost
<p>http://the-classroom.org.uk/category/the-materials-to-use/by-key-stage/eyfs/eyfs-schools-out-lessons/</p> <p>https://www.stonewall.org.uk/sites/default/files/rainbow_laces_2022_reception_and_ks1_for_p1_to_p3_lesson_pack.pdf PowerPoint templates can be found here</p> <p>https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf</p> <p>https://www.gires.org.uk/classroom-lesson-plans/</p> <p>https://lgbtplushistorymonth.co.uk/wp-content/uploads/2024/01/LGBTHM-2024-EYFS-Pack-FV.pdf</p>	
KS1 links and resources	Cost
<p>http://the-classroom.org.uk/by-key-stage/key-stage-1/</p> <p>https://www.stonewall.org.uk/sites/default/files/rainbow_laces_2022_reception_and_ks1_for_p1_to_p3_lesson_pack.pdf Powerpoint templates can be found here</p> <p>https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf</p> <p>https://www.gires.org.uk/classroom-lesson-plans/</p> <p>https://www.plazoom.com/resource/inspirational-people-nicola-adams-ks1-reading-and-writing-resources-pack-lbgtq-pride-month/ Subscription cost applicable</p> <p>https://lgbtplushistorymonth.co.uk/wp-content/uploads/2024/01/LGBTHM-2024-Pri-Pack-FV.pdf</p> <p>https://metrocharity.org.uk/services/challenging-homophobic-biphobic-and-transphobic-hbt-bullying/</p>	
KS2 links and resources	Cost
<p>http://the-classroom.org.uk/by-key-stage/key-stage-2/</p> <p>https://www.tes.com/teaching-resource/lgbt-primary-assembly-ks2-different-families-and-love-11972250</p> <p>https://www.stonewall.org.uk/sites/default/files/rainbow_laces_2022_key_stage_2_p4_to_p7_lesson_pack.pdf Powerpoint templates can be found here</p> <p>https://learning.nspcc.org.uk/research-resources/2019/agenda-promoting-positive-relationships-schools-communities#article-top</p> <p>https://loudmouth.co.uk/programmes/category/2</p>	

https://learning.nspcc.org.uk/research-resources/2019/agenda-promoting-positive-relationships-schools-communities#article-top https://loudmouth.co.uk/programmes/category/2 https://www.safe4me.co.uk/wp-content/uploads/2023/05/Secondary-Year-910.pdf https://www.safe4me.co.uk/portfolio/sexual-consent/ http://www.socialworkerstoolbox.com/coming-out-a-handbook-for-lgbtq-young-people/ https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf https://www.brook.org.uk/education/rse-workshops-for-young-people/ https://galop.org.uk/get-help/children-young-people/ https://www.tes.com/teaching-resource/lgbt-quiz-11997170 https://www.teachwire.net/teaching-resources/british-army-lgbtq-voices-resources/ https://www.theproudtrust.org/schools-and-training/secondary-resources/about/	£3.00
KS5 links and resources	Cost
http://the-classroom.org.uk/by-key-stage/key-stage-5/ https://www.stonewall.org.uk/sites/default/files/rainbow_laces_2022_post_16_lesson_pack.pdf Powerpoint templates can be found here https://learning.nspcc.org.uk/research-resources/2019/agenda-promoting-positive-relationships-schools-communities#article-top https://loudmouth.co.uk/programmes/category/2 https://www.safe4me.co.uk/portfolio/sexual-consent/ http://www.socialworkerstoolbox.com/coming-out-a-handbook-for-lgbtq-young-people/ https://equaliteach.co.uk/downloads/EqualiTeach-Outside-The-Box.pdf https://www.brook.org.uk/education/rse-workshops-for-young-people/ https://www.tes.com/teaching-resource/sexuality-12042755 https://www.theproudtrust.org/schools-and-training/secondary-resources/about/	
	Cost

SEND specific links and resources	
<p>https://www.stonewall.org.uk/sites/default/files/rainbow_laces_2022_send_asn_aln_lesson_pack.pdf Powerpoint templates can be found here</p> <p>https://www.twinkl.co.uk/resource/older-learners-pride-activity-t-s-1680613264</p> <p>https://www.justlikeus.org/blog/2023/04/27/send-lgbt-resources/</p>	
Parent links and resources	Cost
<p>http://www.socialworkerstoolbox.com/a-parent-and-carers-resource-supporting-your-lgbtq-child/</p> <p>https://www.educateagainsthate.com/category/parents/</p> <p>https://learning.anti-bullyingalliance.org.uk/course/6093/course-11-sexual-bullying</p> <p>https://www.brook.org.uk/education/training/</p> <p>https://galop.org.uk/resources-publications/</p> <p>https://www.educateagainsthate.com/teachers/</p> <p>https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/homophobic-biphobic-and-transphobic-bullying</p> <p>https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/identity-based-bullying</p> <p>https://www.stonewall.org.uk/sites/default/files/final - an intro to supporting lgbt young people - april2022.pdf</p> <p>https://www.stonewall.org.uk/resources/creating-lgbt-inclusive-primary-curriculum</p> <p>https://www.mosaictrust.org.uk/parents-and-guardians</p> <p>https://www.fosi.org/series/supporting-lgbtq-young-people.</p>	
Student links and resources	Cost
<p>https://www.themix.org.uk/sex-and-relationships/gender-and-sexuality</p> <p>https://lgbt.foundation/</p> <p>https://galop.org.uk/get-help/children-young-people/</p> <p>Metro Bridge – youth groups for LGBTQ+ people aged between 11 and 25 in Croydon.</p> <p>https://www.theproudtrust.org/young-people/youth-groups/</p>	

<p>https://stonewallhousing.org/gethelp/</p> <p>https://www.akt.org.uk/</p> <p>https://www.spectra-student.org.uk/lgbtq-support</p> <p>https://metrocharity.org.uk/services/?domains=ccc102bf538c4398985a1fcb56f9dede</p> <p>https://www.mosaictrust.org.uk/young-persons</p>	
Staff Training/CPD and further reading	
<p>https://learning.anti-bullyingalliance.org.uk/course/6093/course-11-sexual-bullying</p> <p>https://www.brook.org.uk/education/training/</p> <p>https://galop.org.uk/resources-publications/</p> <p>https://www.educateagainsthate.com/teachers/</p> <p>https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/homophobic-biphobic-and-transphobic-bullying</p> <p>https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/identity-based-bullying</p> <p>https://www.stonewall.org.uk/sites/default/files/final - an intro to supporting lgbt young people - april2022.pdf</p> <p>https://www.stonewall.org.uk/resources/creating-lgbt-inclusive-primary-curriculum</p> <p>Childnet – LGBTQ+ poster</p> <p>CPS – Public statement on prosecuting homophobic, biphobic, and transphobic hate crime</p> <p>Transphobic Bullying</p> <p>Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying</p>	