

# LGBT Charter Action Plan




Broomhill Primary is committed to ensuring that our ethos and curriculum is LGBT inclusive. We have embarked on the LGBT Schools Charter (Silver) programme to help the school focus on the quality of support and curriculum we provide. This action plan sets out the training and advancements we plan to make during the 2020/21 stage of our LGBT Schools Charter journey. We will monitor the progress and impact of our improvement work. A range of information will be added to our Online Evidence Portfolio to demonstrate how we have met the LGBT Schools Charter standards.

| Action to be taken   | Timescale  | Lead   | Impact of action   | Evaluation & Next Steps  |
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| <p><b>Champion group</b></p> <ul style="list-style-type: none"> <li>♥ Create a pupil and staff Equalities and Diversity Group to champion LGBT inclusion</li> <li>♥ Hold monthly group meetings to involve pupils in the action planning process</li> </ul>        | <p>Oct 2020</p> <p><i>(Due to Covid-19 school closures the group will meet more often in Term 4)</i></p> | <p>Equalities and Diversity Group:</p> <ul style="list-style-type: none"> <li>♥ 9 pupils representing P4-7 classes</li> <li>♥ Wendy Cameron, Headteacher (HT)</li> <li>♥ Christie MacLennan, Teacher</li> <li>♥ Lewis Mills, Teacher</li> <li>♥ Addy, Support for Learning Worker</li> </ul> <p>Parent support:</p> <ul style="list-style-type: none"> <li>♥ Cath Lyst, Parent Council representative</li> <li>♥ Chris Thompson</li> </ul> | <p><b>Pupil voice as a tool for change</b></p> <ul style="list-style-type: none"> <li>♥ The Equalities Group successfully drives whole-school work for LGBT inclusion</li> <li>♥ LGBT champions gain experience, confidence, knowledge and leadership skills championing LGBT inclusive.</li> </ul> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Equality Group’s membership list</li> <li>✓ Group’s vision and aims statement</li> <li>✓ Agenda and minutes from Equality Group meetings</li> <li>✓ Action following meetings</li> <li>✓ Photos of working group in action</li> </ul> | <p>The Equalities Group members were proactive and effective championing LGBT inclusion. The children provided great ideas, understanding and knowledge, and acted as a representative voice for their peers. The adult champions listened, supported and effectively facilitated the children’s LGBT Charter work. They looked into relevant policy, strategy and ethical issues that arise. Together the Equalities Group demonstrated strong leadership in championing LGBT awareness and inclusion and facilitating whole-school change and improvement.</p> <p><u>Next steps:</u> sustain and further develop LGBT equalities work next session with a new cohort of children. Existing members will train as anti-bullying ambassadors. Network with established LGBT group in our local secondary school.</p> |
| <p><b>Baseline Survey</b></p> <p>Undertake:</p> <ul style="list-style-type: none"> <li>- Compass Point Thinking routine</li> <li>- Baseline survey</li> </ul> <p>Update Charter action plan based on baseline survey findings (and staff training evaluations)</p> | <p>Nov 2020</p> <p>April 2021<br/><i>(after school reopened)</i></p>                                     | <ul style="list-style-type: none"> <li>♥ Equalities Group, supported by HT</li> </ul>  | <p><b>Effective improvement planning process</b></p> <ul style="list-style-type: none"> <li>♥ Compass point thinking routine helps to engage pupils with the Charter work</li> <li>♥ Baseline survey findings help determine the start and end points for our LGBT Charter journey</li> <li>♥ Our action plan reflects consultation findings</li> </ul> <p><u>Evidence Portfolio:</u></p>  | <p>By engaging the champions to think about what they needed to know, what worried them, what excited them and what were their suggestions for moving forward with LGBT inclusion, they then had agency in ‘deciding’ how to proceed with the Charter work.</p> <p>An Interim review of our action plan was valuable after the period of lockdown to</p>   |

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|  |                                 |   | <ul style="list-style-type: none"> <li>✓ Compass Point Thinking Routine questions and responses</li> <li>✓ Completed baseline survey</li> <li>✓ LGBT Schools Charter Action Plan</li> </ul>   | re-engage the children with the Charter work.   |
| <p><b>Staff LGBT Awareness Training</b></p> <ul style="list-style-type: none"> <li>♥ Staff volunteers attend 3.5 hour LGBT Awareness training from LGBT Youth Scotland</li> <li>♥ Brief remaining staff team on key lessons from training evaluations</li> <li>♥ Use evaluations to inform action plan.</li> </ul> | <p>Dec 2020</p> <p>Jan 2021</p> | <ul style="list-style-type: none"> <li>♥ Training provider: LGBT Youth Scotland</li> <li>♥ Beth Goodyear, dedicated LGBTYS Charter Manager</li> </ul> | <p><b>Prepared and confident staff</b></p> <ul style="list-style-type: none"> <li>♥ Enhanced staff knowledge of LGBT identities</li> <li>♥ Increased staff confidence to support LGBT young people and challenge the culture and ethos to ensure inclusion</li> <li>♥ Greater staff understanding of the barriers faced by LGBT pupils</li> <li>♥ New tools to help staff build a safe, inclusive school for LGBT people</li> <li>♥ Greater staff awareness of policies to protect and support LGBT people</li> </ul> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Register of staff who engage with LGBT Youth Scotland training</li> <li>✓ Training evaluation report from LGBT Youth Scotland</li> <li>✓ Staff briefing record, sharing key learning and action points</li> <li>✓ Completed action plan, informed by training evaluations</li> </ul> | <p>As a result of the LGBT awareness training, all staff have enhanced knowledge, skills and confidence to support the inclusion of LGBT people and deliver an inclusive curriculum. Our whole-school commitment to LGBT inclusion is evidenced by the fact that 30 (100%) staff took up the offer to attend the training. The training (delivered online due to Covid-19 restrictions) was very well received and effective in enhancing staff knowledge and understanding of key terms and key issues in relation to LGBT people; dealing with HBT bullying; and developing policy and curriculum. This in turn has enhanced staff confidence to deliver inclusive LGBTI education. Several staff felt sufficiently informed after the LGBT YS training to give constructive feedback about the information and messages delivered by a RFC charity delivering LGBT+ lessons to P7 (email in evidence folder). <u>Next steps:</u> CLPL which ensures staff maintain their awareness of current LGBT issues for pupils and sustains their confidence to teach/support about LGBT. New staff attend LGBT training and/or fully familiarise self with school policies and practice that supports LGBT inclusion.</p> |
| <p><b>Consultation &amp; Policies</b></p> <ul style="list-style-type: none"> <li>♥ Review and update the following <i>existing</i> policies in consultation with school community:</li> </ul> <p><u>Equalities policy</u> - frame in</p>   |                                 | <p><u>Equalities Policy:</u><br/>Equalities Group,</p>  | <p><b>LGBT inclusive policies in place/use</b></p> <ul style="list-style-type: none"> <li>♥ Our school policies and practice meet the duties set out in the Equality Act (2010) and align with national legislation and guidance</li> <li>♥ Anti-bullying policy in place that is well understood and used by all</li> </ul>  | <p><u>Evaluation:</u><br/>As part of our LGBT Charter journey, the school developed policy and practice to address teachers' concerns about how to approach HBT language. Pupil in the Equalities Group effectively led a whole-school consultation and review of peer and</p>  |

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| <p>line with the Equality Act (2010)</p> <p><u>Anti-bullying policy</u> - include a zero-tolerance approach to HTB language and guidance on responding to and reporting incidents</p> <p><u>School Uniform policy</u> - make gender neutral</p> <ul style="list-style-type: none"> <li>♥ Create a new <u>RSHP policy</u>, setting out our rationale and approach to RSHP education</li> <li>♥ Share all updated/new policies with school community and implement consistently</li> </ul> | <p>Nov 20 – June 21</p> | <p>supported by HT, Rachael Hannah- EIS rep and Cath Lyst- Parent Council rep</p> <p><u>Anti-bullying policy</u><br/>Equalities Group, supported by HT and Mr Mills</p> <p><u>School Uniform Policy</u><br/>Equalities Group, supported by Ms McLennan and HT</p> <p><u>RSHP Policy</u><br/>HT as Equalities Group rep &amp; Mr Thom, DHT</p> | <p>school staff</p> <ul style="list-style-type: none"> <li>♥ Our school takes effective action to prevent and tackle homo/bi/trans phobic bullying and anti LGBTI prejudice, building a positive and safe culture.</li> <li>♥ Increased confidence in our school – LGBT young people and families feel included, respected and know they will have their rights protected</li> <li>♥ LGBT pupils, staff and families feel a commitment by the school to making them feel supported and included.</li> </ul> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>♥ Updated policies submitted, all mention the 9 protected characteristics and have an LGBT equalities statement: <ul style="list-style-type: none"> <li>- Equalities policy</li> <li>- Anti-bullying policy</li> <li>- Uniform policy</li> <li>- RSHP policy</li> </ul> </li> <li>✓ Consultation questions &amp; responses</li> <li>✓ Photos of planning process</li> </ul> | <p>staff feedback. Our policy was guided by A <i>National Approach to Anti-bullying</i>. The policy has clear guidance on preventing and tackling HBT bullying, as well as staff guidance on responding to and reporting incidents. Previously our anti-bullying guidance was a ‘catch all’ policy, with no reference to safeguarding people with protected characteristics.</p> <p>We did not start working on the Equalities Policy until spring, as we awaited the LA template. We are in the final stages of developing this policy (June 2021).</p> <p><u>Next steps:</u></p> <ul style="list-style-type: none"> <li>♥ Share new Equalities policy</li> <li>♥ Monitor implementation and impact of all new policies</li> <li>♥ Continue working on a new <u>LGBT policy</u>, setting out our rationale and approach to LGBT inclusion</li> </ul> |
| <p><b>Workforce Equalities Monitoring</b></p> <ul style="list-style-type: none"> <li>♥ Undertake confidential equality and diversity workforce monitoring by protected characteristics, as defined in the Equality Act (2010)</li> <li>♥ Use data results to identify trends and recommendations</li> </ul>  |                         | <ul style="list-style-type: none"> <li>♥ Headteacher</li> </ul>   | <p><b>Staff needs are better understood</b></p> <ul style="list-style-type: none"> <li>♥ The profile of our staff are better understood</li> <li>♥ Survey results are reviewed and integrated into our improvement work for 2021-22 and beyond.</li> </ul> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Copy of monitoring form</li> <li>✓ Anonymised summary of results and next steps</li> </ul>   | <p>A future move by the council to introduce LGBT monitoring could provide an excellent opportunity to bring about improved policies and practices on the whole range of issues affecting LGBT workers. Due to the risk around confidentiality, Broomhill Primary did not collate this data at an individual school level. Instead, the school will continue to provide a strong commitment by the senior leadership team for LGBT staff and we will continue to develop robust LGBT inclusive policy and practice. LGBT staff will be signposted to local and national LGBT activities and publications and LGBT groups.</p>   |

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| <p><b>Parents/carers</b></p> <ul style="list-style-type: none"> <li>♥ Inform parent forum about our LGBT Charter journey via : <ul style="list-style-type: none"> <li>- Newsletters</li> <li>- Social media</li> <li>- RSHPE parent workshop</li> <li>- Website</li> </ul> </li> <li>♥ Invite parents/carers involvement in the work of the group</li> <li>♥ Address any complaints by giving additional information about what the work involves</li> </ul>                   | <p>Oct 20 – June 21</p> <p>May 2021</p> | <p>♥ Equalities Group, supported by the Parent Council</p>          | <p><b>Supportive and engaged parent forum</b></p> <ul style="list-style-type: none"> <li>♥ Parent Council and wider parent forum feel involved and informed about the school's LGBT inclusion work</li> <li>♥ Parents/carers understand the value of LGBTI inclusive education.</li> <li>♥ Views of parents/carers inform next school improvement plan for next session</li> </ul> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Family friendly action plan</li> <li>✓ School communication re LGBT related development work - in Newsletters, website content and Twitter posts and S&amp;Q report</li> <li>✓ Info on effective handling of any parent/carer complaints</li> <li>✓ Parent forum consultation feedback</li> </ul>   | <p>We have benefited from tremendous support from our parents/carers throughout our LGBT Charter journey. Offers of support with the Equalities Group, purchasing Diversity books, support with P6-7 homework etc have all enhanced our work. Ongoing communication and vision sharing have been a factor in achieving this support.</p> <p><u>Next steps:</u><br/>Survey parent/carers regarding impact of LGBT Charter journey</p> <p>Recruit parents/carers for next session's groupwork.</p>   |
| <p><b>Visibility</b></p> <ul style="list-style-type: none"> <li>♥ Create LGBT wall display in school reception area celebrating diversity and showing support for LGBT people and families</li> <li>♥ Ensure classrooms/open areas are visibly LGBT inclusive</li> <li>♥ Develop a new dedicated LGBT section on our website with information and signposting to LGBT related organisations</li> <li>♥ Share our LGBT journey with area officer and cluster schools</li> </ul> | <p>Oct 2020 – May 2021</p>              | <p>♥ Equalities Group, supported by HT, janitor and Ms McLennan</p> | <p><b>Visible support for LGBT people evident within the school and shared outwith</b></p> <ul style="list-style-type: none"> <li>♥ LGBT young people feel included in the school as their lives/experiences are reflected in displays.</li> <li>♥ Improved wellbeing of LGBT pupils as they are recognised and supported.</li> <li>♥ Improved access to support services for young LGBT people and families</li> <li>♥ Staff and pupils are aware of our LGBT inclusive ethos and Charter journey</li> </ul> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Photos of LGBT display and LGBT Charter of Rights in reception area and class posters</li> <li>✓ Dedicated LGBT section on our website with signposting</li> <li>✓ Agenda notes and feedback from networking meetings</li> </ul> | <p>LGBT visibility is evident in school and on our website: An eye-catching and informative LGBT themed information board greets visitors on entering our school. LGBT posters are on display in the corridors and the staffroom, signposting to relevant organisations. Pupil's work is on display celebrating diversity and showing support for LGBT rights</p> <p>Children in the Equalities Group created an assembly to make the LGBT Schools Charter work visible to the school and wider community. A route map was created as a succinct way of capturing the LGBT Charter journey. The children read to this out at assembly and it is displayed in the reception area notice board.</p> <p><u>Next steps:</u><br/>Maintain and refresh displays.</p> |

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| <p><b>Celebrate LGBT History Month</b></p> <p>Deliver an LGBT focused/ inclusive lesson at each stage celebrating LGBT people/ history.</p>  <p>Purple Day celebration with flag signing.</p> <p>World Book Day - selection of LGBT books read throughout the day.</p> | <p>Feb 2021</p><br><br><br><br><br><br><br><br><br><br><br><p>Mar 2021</p> | <p>Equalities Group, supported by HT and teachers</p> | <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>♥ Clear evidence of support for LGBT community within the school.</li> <li>♥ LGBT young people and families feel included in the school.</li> <li>♥ Increased knowledge and acceptance of LGBT people and families amongst learners.</li> </ul> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Lesson planning</li> <li>✓ Pupils’ jotter work and feedback about learning</li> <li>✓ Photos of LGBT History Month celebrations</li> <li>✓ Social media/Tweet about LGBT History Month</li> </ul> | <p>We were unable to fully celebrate LGBT History Month due to home schooling Jan-Mar 2021 and the fact that parents had not had the annual RSHP presentation required before we commence with RSHP lessons. Our P7s classes did however engage in a series of LGBT History Month lessons. As the classes were in bubbles with some P6 lessons, we received a written complaint from a P6 parent that we had commenced lessons without the workshop. The parent workshop was delivered when children all returned to school in March. RSHP lessons commenced and we also delivered some of the lesson intended for LGBT History Month, eg P5 Alien Nation. These have enriched the children’s learning as evidenced by the film festival outcomes demonstrating understanding and compassion.</p> <p><u>Next steps:</u><br/>Plan annual whole-school programme to celebrate LGBT people and the history of LGBT rights.</p> |
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| <p><b>Curriculum</b></p> <p>Relationships, Sexual Health and Parenthood education – ensure our annual programme is progressive.</p> <p>Integrate LGBT related teaching and learning throughout the wider curriculum</p> | <p>Oct 2020<br/>-May 2021</p> | <p>Champion Group</p>   | <p><b>LGBT Inclusive Curriculum</b></p> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>🌈 LGBT young people feel included in the school as their lives are reflected in curricular content and materials</li> <li>🌈 Increased knowledge and acceptance of LGBT people and families amongst pupils</li> </ul> <p>Through RSHP programme:</p> <ul style="list-style-type: none"> <li>🌈 P1-2 learn about love/kindness and valuing different families.</li> <li>🌈 P3-4 children learn about LGB people and from P5 pupils learn about transgender people.</li> <li>🌈 P6-7 lessons address personal attraction towards others, including people of the same and opposite sex.</li> </ul> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Curriculum framework and planning</li> <li>✓ RSHP lesson planning</li> <li>✓ Alien Nation lesson planning and pupils’ work</li> <li>✓ Anti-bullying Film Competition shortlisted entries</li> <li>✓ Assembly - School Charter Journey</li> <li>✓ Anti-bullying film competition</li> <li>✓ Photos of HBT Day.</li> <li>✓ HBT bullying film showing/festival</li> <li>✓ Alan Turing film created by former P7 Broomhill pupil</li> </ul> | <p>LGBTI curricular inclusion is now evident across all levels of the curriculum from P1-P7.</p> <p>Our learning resources include a variety of teaching materials (such as short films and displays) and address a range of thematic areas including: LGBTI terminology and identities; LGBTI history, addressing prejudice and homophobic, biphobic, and transphobic bullying; LGBTI literature and lives; as well as examples of LGBTI inclusion for the context of subject specific teaching outwith the RSHP programme.</p> <p>Feedback during learning conversations with our P5, P6 and P7 children is that as a result of our updated curriculum they are more likely to advocate and stand up for LGBT+ people and the needs of LGBT+ people, even in the face of hostility from others. online or in person.</p> <p><u>Next steps:</u><br/>Integrate LGBT related teaching and learning throughout the 4 curriculum context</p> |
| <p><b>Pupil-led campaign to mark a commemorative event relevant to LGBT people</b></p> <p>Equalities Group lead and manage an Anti-bullying Film Festival to mark International</p>                                     | <p>April - May 2021</p>       | <p>Equalities Group, supported by Mr Mills, Addy, Ms MacLennan and HT</p> | <p><b>Active citizenship promoting equality</b></p> <ul style="list-style-type: none"> <li>🌈 Gives children in the group voice and choice.</li> <li>🌈 Sends a message that young people are active citizens in the community.</li> <li>🌈 Demonstrates to our LGBT staff and</li> </ul>  | <p>P6-7 created film/animations to raise the profile of zero tolerance of HBT bullying and the importance of being an LGBT ally. P5-7 viewed shortlisted films in our large screen in the hall. An Equalities Group representative made an announcement about the group’s reasons for selecting the</p>   |

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| <p>Day Against Homophobia, Transphobia and Biphobia</p>  |                              |   | <p>pupils that our school is inclusive and understanding of their needs.</p> <p>🌈 Everyone is aware of the school's journey working towards LGBT Schools Charter</p> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Video submission guidance</li> <li>✓ Anti-bullying film festival shortlisted entries – list</li> <li>✓ Photos</li> <li>✓ Assembly - School Charter Journey</li> <li>✓ Assembly – HBT phobic language - to launch anti-bullying film competition and mark HBT Day.</li> <li>✓ HBT bullying film showing/festival</li> <li>✓ Champion Group</li> </ul> | <p>winner of the Best Film category. He explained that the decision was hard because of the high standard of entries. The group shortlisted a number of films that best got across the important message of our rights to expression, individuality and acceptance. The group also wanted to give the award to a film that made it clear that bullying is never ok and reinforced the message that we should all be kind and understanding towards each other. We had a number of excellent entries that dealt with LGBTQ+ issues in their movies, this is something the group were very keen to see in the winning film. The group chose a film that made these points clearly, while using soundtrack effectively, as well as intricate and precise animation. The winner of Broomhill Best Film was JM from P7/6</p> |
| <p><b>Personal support</b></p> <p>Where requested, use a pupil's preferred name and/or pronouns at school on their documentation and reports</p> <p>Identify a gender-neutral toilet/changing room</p> <p>Signpost parent/carers to LGBT youth and parent services</p> | <p>Sept 2020 - June 2021</p> | <p>Equalities Group, supported by Mr Mills, Addy, Ms MacLennan and HT</p> | <p><b>Safe, included and supported</b></p> <p>🌈 School understand and support LGBT young people and their families through direct engagement.</p> <p>🌈 Young LGBT people feel supported in school</p> <p><u>Evidence Portfolio:</u></p> <ul style="list-style-type: none"> <li>✓ Feedback from young people and families receiving personal support</li> <li>✓ Reports and certificates using chosen pronouns</li> <li>✓ Gender-neutral toilet/changing room identified</li> </ul>   | <p>We received the following very positive feedback from the parents of the a young person in our school who has explicitly shared with us that they are LGBT. The parents and the young person also expressed that they are keen for the young person to continue working with the school when they leave at the end of this session for S1.</p> <p>"At such a key stage in R's development, the equalities group has had a hugely positive impact. R has been eager to attend school, as opposed to being fearful in any way. The school have been amazing, creating a non-judgemental safe space for LGBT+ children and families to feel accepted and included. R has blossomed into quite the young activist and it's been wonderful to see them settle into their feelings and identity, and also to help</p>      |

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|  |  |  |  | <p>other children learn more about the community too. We are so grateful to Mrs Cameron &amp; staff for making this happen. It could have been a very different story for R, but we now have a young adolescent sure of their place in the world, ready to face the next chapter."</p> <p>The young person wrote, "I think the group has been absolutely amazing and it's empowered me. There's really nothing I'd improve on. I'd really love to stay involved in the future and help out."</p> |
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