

iDecide



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LGBT



Erasmus+

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LGBT



Classroom-based tips (focus on instructional methods)

1. **Ask pupils to discuss gender stereotypes that they are already familiar with and talk about how there is no such thing as a ‘typical girl’ or ‘typical boy’.** Use these discussions as a starting point to explore the different ways we express our gender (for example through our clothes, hair, or the way we walk), what ‘gender identity’ means, and that not everyone identifies as a boy or a girl. Support these discussions by challenging gender stereotypes in the wider school environment. Avoid using language that supports stereotypes, for example: *‘I need a strong boy to help me’ or ‘Jane, that is not very ladylike.’*

[Reference:

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_youth_people_-_a_guide_for_schools_2015.pdf]

2. **Use inclusive language. Through casual conversation and during classroom time, make sure the language you are using is inclusive for all people.** When referring to people in general, try using words like “partner” instead of “boy- friend/girlfriend” or “husband/wife,” and avoid gendered pronouns, using “they” instead of “he/ she.” Using inclusive language will help LGBT pupils feel more comfortable being themselves and coming to you for support.

[Reference:

http://www.healthysafechildren.org/sites/default/files/Safe_Space_Kit_2013.pdf]

3. **Make no assumptions. When engaging with pupils, or even other staff and parents, do not assume you know their sexual orientation or gender identity.** Don’t assume that everyone is heterosexual or fits into your idea of gender roles; be open to the variety of gender identities and ways in which gender identities can be expressed . In our society, pupils constantly receive the message that everyone is supposed to be straight. Through expressing your own openness and awareness, show pupils that you understand there is no one way a person “should” be.

[Reference:

http://www.healthysafechildren.org/sites/default/files/Safe_Space_Kit_2013.pdf]



School-based practical tips (focus on instructional methods)

Announcement / Sign at School

1. **Invest in teachers training to develop knowledge on sexual education.** Proper training gives all school community members a thorough understanding of the part they play in making their school an environment that welcomes all pupils.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

2. **Make your school a safe place for all pupils by adopting an anti-bullying policy or establishing a school-wide Code of Conduct, with explicit guidance on safeguarding LGBT pupils.** Given that bullying often occurs when adults aren't present, identify "hot spots" in and around the school premises where bullying often occurs; take immediate corrective actions to eliminate these hot spots, such as training and assigning pupils or staff to monitor these locations and/or adding surveillance cameras.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

3. **Use gender-inclusive language on all event communications, including invitations.**
4. **Publicly praise staff members who actively promote an inclusive environment.** This practice both affirms their positive action and creates a culture in which other staff members are unafraid to be allies to LGBT and gender-nonconforming pupils. At end-of-the-year award ceremonies, present special "Diversity Leader" certificates to educators who actively promoted an inclusive school environment throughout the year.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

5. **Communicate effectively and often with pupils, parents and guardians and the community about your school's zero tolerance of bullying.** Post the name and contact information for your schools' anti-bullying coordinator in the office, on the school website and in the student handbook.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

6. Ensure that parents/carers understand that homophobic, biphobic and transphobic bullying is not tolerated and that all pupils are welcome, regardless of their sexual orientation or gender identity.

[Reference:

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf]

Class Divisions / Arrangements

1. **Help pupils whose gender is incorrectly listed on paperwork to correct the situation and ensure school staff and pupils address these individuals using their preferred pronouns.**

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

2. **Designate a gender-neutral restroom.** Binary (male / female) restrooms are not inclusive and can be unsafe spaces for transgender and intersex pupils. Allow each transgender or intersex pupil to use the restroom in which that pupil is most comfortable, whether it is the gender-neutral restroom or the restroom that corresponds with the pupil's self-identified gender.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

3. **Evaluate your administrative forms and communications and update them if necessary so that they use gender-neutral language or allow space for pupils to communicate their gender identity.**

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

Community

1. **Communicate effectively and often with pupils, parents and guardians and the community about your school's zero tolerance of bullying.** Post the name and contact information for your schools' anti-bullying coordinator in the office, on the school website and in the student handbook.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

Ensure that parents/carers understand that homophobic, biphobic and transphobic bullying is not tolerated and that all pupils are welcome, regardless of their sexual orientation or gender identity

[Reference:

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf]

2. **Arrange regular meetings with educational counsellors, psychologists and teachers to support pupils who are coping with the emotional side-effects of being bullied or coming out.**

Discipline

1. **Make your school a safe place for all pupils by adopting an anti-bullying policy or establishing a school-wide Code of Conduct, with explicit guidance on safeguarding LGBT pupils.** Given that bullying often occurs when adults aren't present, identify "hot spots" in and around the school premises where bullying often occurs; take immediate corrective actions to eliminate these hot spots, such as training and assigning pupils or staff to monitor these locations and/or adding surveillance cameras.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

2. **Evaluate the effectiveness of your school's anti-bullying program annually using pupil and staff surveys.**

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

3. **Designate an anti-bullying coordinator as well as an anti-bullying task force.** Provide training for staff members to specifically prevent and respond to bullying incidents.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

4. **Communicate effectively and often with pupils, parents and guardians and the community about your school's zero tolerance of bullying.** Post the name and contact information for your schools' anti-bullying coordinator in the office, on the school website and in the student handbook.

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5. Ensure that parents/carers understand that homophobic, biphobic and transphobic bullying is not tolerated and that all pupils are welcome, regardless of their sexual orientation or gender identity

[Reference:

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf]

Educational Visits / Field Trips / Camps / School Exchanges / Trips Abroad

Build an inclusive school climate through creating an LGBT alliance club to educate pupils about diversity and support to LGBT pupils. An LGBT club should be no different than any other school club and cannot be subjected to any extra regulations to avoid discrimination.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

Other (School Policy & Confidentiality)

1. **Invest in teachers training to develop knowledge on sexual education.** Proper training gives all school community members a thorough understanding of the part they play in making their school an environment that welcomes all pupils.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

2. **Never reveal, in public (such as in school assemblies), a pupil's sexual orientation or gender identity without the pupil's permission - even to the pupil's family.**

[Reference: http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

Other (School Adaptations - Facilities)

1. **Designate a gender-neutral restroom.** Binary (male / female) restrooms are not inclusive and can be unsafe spaces for transgender and intersex pupils. Allow each transgender or intersex pupil to use the restroom in which that pupil is most comfortable, whether it is the gender-neutral restroom or the restroom that corresponds with the pupil's self-identified gender.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

2. **Consider making changes across the school to ensure that trans pupils feel safe and comfortable, for instance by providing toilets, changing rooms and school uniform items that are not gender specific.** Some young people don't identify as 'male' or 'female', or may not feel happy using either 'male' or 'female' facilities. Take steps to provide 'gender neutral' facilities, irrespective of whether there are trans pupils in school, as this will help create a more inclusive environment for everyone.

[Reference:

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf]

Other (Administration)

Evaluate your administrative forms and communications and update them if necessary so that they use gender-neutral language or allow space for pupils to communicate their gender identity.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

Other (School Associations & Clubs)

Build an inclusive school climate through creating an LBGT alliance club to educate pupils about diversity and support to LGBT pupils. An LGBT club should be no different than any other school club and cannot be subjected to any extra regulations to avoid discrimination.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

Parents / Parents' Associations

1. **Dress codes should be applied to all pupils equally and pupils' dress codes should be checked regularly, in order to be inclusive towards transgender pupils.** Dress codes should be flexible so as to fit the gender that pupils feel most comfortable in, regardless of the gender they were assigned at birth.
2. **Communicate effectively and often with pupils, parents and guardians and the community about your school's zero tolerance of bullying.** Post the name and contact information for your schools' anti-bullying coordinator in the office, on the school website and in the student handbook.
[Reference:
http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]
3. Ensure that parents/carers understand that homophobic, biphobic and transphobic bullying is not tolerated and that all pupils are welcome, regardless of their sexual orientation or gender identity.

[Reference:
https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf]

Safety

1. **Make your school a safe place for all pupils by adopting an anti-bullying policy or establishing a school-wide Code of Conduct, with explicit guidance on safeguarding LGBT pupils.** Given that bullying often occurs when adults aren't present, identify "hot spots" in and around the school premises where bullying often occurs; take immediate corrective actions to eliminate these hot spots, such as training and assigning pupils or staff to monitor these locations and/or adding surveillance cameras.

[Reference:
http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]
2. **Designate a gender-neutral restroom.** Binary (male / female) restrooms are not inclusive and can be unsafe spaces for transgender and intersex pupils. Allow each transgender or intersex pupil to use the restroom in which that pupil is most comfortable, whether it is the gender-neutral restroom or the restroom that corresponds with the pupil's self-identified gender.

[Reference:
http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]
3. **Consider making changes across the school to ensure that trans pupils feel safe and comfortable, for instance by providing toilets, changing rooms and school uniform items that are not gender specific.** Some young people don't identify as 'male' or 'female', or may not feel happy using either 'male' or 'female' facilities. Take steps to provide 'gender neutral' facilities, irrespective of whether there are trans pupils in school, as this will help create a more inclusive environment for everyone.

[Reference:

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf]

4. **Designate an anti-bullying coordinator as well as an anti-bullying task force.** Provide training for staff members to specifically prevent and respond to bullying incidents.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

5. **Communicate effectively and often with pupils, parents and guardians and the community about your school's zero tolerance of bullying.** Post the name and contact information for your schools' anti-bullying coordinator in the office, on the school website and in the student handbook.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

6. Ensure that parents/carers understand that homophobic, biphobic and transphobic bullying is not tolerated and that all pupils are welcome, regardless of their sexual orientation or gender identity.

[Reference:

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf]

School Breaks

Designate an anti-bullying coordinator as well as an anti-bullying task force. Provide training for staff members to specifically prevent and respond to bullying incidents.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

School Celebrations / Events / Activities

1. **Use gender-inclusive language on all event communications, including invitations.**
2. **Build an inclusive school climate through creating an LGBT alliance club to educate pupils about diversity and support to LGBT pupils.** An LGBT club should be no different than any other school club and cannot be subjected to any extra regulations to avoid discrimination.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

3. **Publicly praise staff members who actively promote an inclusive environment.** This practice both affirms their positive action and creates a culture in which other staff members are unafraid to be allies to LGBT and gender-nonconforming pupils. At end-of-the-

year award ceremonies, present special “Diversity Leader” certificates to educators who actively promoted an inclusive school environment throughout the year.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

School Uniform

Dress codes should be applied to all pupils equally and pupils’ dress codes should be checked regularly, in order to be inclusive towards transgender pupils. Dress codes should be flexible so as to fit the gender that pupils feel most comfortable in, regardless of the gender they were assigned at birth.

Student Council

1. **Communicate effectively and often with pupils, parents and guardians and the community about your school’s zero tolerance of bullying.** Post the name and contact information for your schools’ anti-bullying coordinator in the office, on the school website and in the student handbook.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

2. Ensure that parents/carers understand that homophobic, biphobic and transphobic bullying is not tolerated and that all pupils are welcome, regardless of their sexual orientation or gender identity.

[Reference:

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf]

Pupil Support

1. **Help pupils whose gender is incorrectly listed on paperwork to correct the situation and ensure school staff and pupils address these individuals using their preferred pronouns.**
2. **Evaluate the effectiveness of your school’s anti-bullying program annually using pupil and staff surveys.**

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

3. **Designate an anti-bullying coordinator as well as an anti-bullying task force.** Provide training for staff members to specifically prevent and respond to bullying incidents.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

4. **Arrange regular meetings with educational counsellors, psychologists and teachers to support pupils who are coping with the emotional side-effects of being bullied or coming out.**

Teacher Professional Development

1. **Invest in teachers training to develop knowledge on sexual education.** Proper training gives all school community members a thorough understanding of the part they play in making their school an environment that welcomes all pupils.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

2. **Publicly praise staff members who actively promote an inclusive environment.** This practice both affirms their positive action and creates a culture in which other staff members are unafraid to be allies to LGBT and gender-nonconforming pupils. At end-of-the-year award ceremonies, present special “Diversity Leader” certificates to educators who actively promoted an inclusive school environment throughout the year.

[Reference:

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3. **Evaluate the effectiveness of your school’s anti-bullying program annually using pupil and staff surveys.**

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http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

4. **Designate an anti-bullying coordinator as well as an anti-bullying task force.** Provide training for staff members to specifically prevent and respond to bullying incidents.

[Reference:

http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf]

5. **Arrange regular meetings with educational counsellors, psychologists and teachers to support pupils who are coping with the emotional side-effects of being bullied or coming out.**

Supportive Literature

European Union Agency for Fundamental Rights. (2014). European Union LGBT survey: Main results. Vienna: FRA – European Union Agency for Fundamental Rights.

Council of the European Union (17 June 2010): *Toolkit to Promote and Protect the Enjoyment of all Human Rights by Lesbian, Gay, Bisexual and Transgender (LGBT) People*. Luxembourg. Available at (<http://www.consilium.europa.eu/UEDOCS/CMSUPLOAD/ST11179.EN10.PDF>).

Council of the European Union (24 June 2013). *Guidelines to promote and protect the enjoyment of all human rights by Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) persons*. Luxembourg. Available at <https://eeas.europa.eu/sites/eeas/files/137584.pdf>

GLEN: Gay and Lesbian Equality Network: Report on *Including Lesbian, Gay & Bisexual Students in School Policies, Guidelines for Principals*. Available at [http://www.glen.ie/attachments/Guidelines for Principals.PDF](http://www.glen.ie/attachments/Guidelines_for_Principals.PDF)

Gordon, L. (1994). What do we say when we hear 'faggot'. *Rethinking our classrooms*, 86-87.

LGBT Helpline: What is it LGBT. Available at <http://www.lgbt.ie/about/what-is-lgbt>
Stonewall Education Guides: *Challenging Homophobic Language*. The Lehman Brothers Foundation. Available at http://www.ilga-europe.org/sites/default/files/challenging_homophobic_language.pdf

Teaching Tolerance: A project of the southern poverty law centre. *Best Practices Creating an LGBT-inclusive School Climate: A Teaching Tolerance Guide for School Leaders*. Available at: http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf

University of Michigan, Spectrum Centre: LGBT Terms and Definitions. Available at <https://internationalspectrum.umich.edu/life/definitions>

Definition of LGBT:

The acronym LGBT describes a diverse group of persons who do not conform to conventional or traditional notions of male and female gender roles. LGBT people are also sometimes referred to as “sexual, gender and bodily minorities” (<https://eeas.europa.eu/sites/eeas/files/137584.pdf>).

The sex of a person is usually assigned at birth and becomes a social and legal fact from there on. However, some people do not feel that their correct sex has been assigned to them at birth. This can also be the case for intersex people whose bodies incorporate both or certain aspects of both male and female physiology, and at times their genital anatomy. For others, problems arise because their innate perception of themselves is not in conformity with the sex assigned to them at birth. These persons are referred to as ‘transgender’ or ‘transsexual’ people. They also include cross-dressers, transvestites and other people who do not fit the narrow categories of ‘male’ or ‘female’. Transgender persons are a particularly vulnerable group within the LGBT community. (<http://www.consilium.europa.eu/UEDOCS/CMSUPLOAD/ST11179.EN10.PDF>).

Lesbian: A lesbian woman is one who is romantically, sexually and/or emotionally attracted to women. Many lesbians prefer to be called lesbian rather than gay.

Gay: A gay man is one who is romantically, sexually and/or emotionally attracted to men. The word gay can be used to refer generally to lesbian, gay and bisexual people but many women prefer to be called lesbian. Most gay people don't like to be referred to as homosexual because of the negative historical associations with the word and because the word *gay* better reflects their identity.

Bisexual: A bisexual person is someone who is romantically, sexually and/or emotionally attracted to people of both sexes.

Transgender or Trans: This is an umbrella term used to describe people whose gender identity (internal feeling of being male, female or transgender) and/or gender expression, differs from that usually associated with their birth sex. Not everyone whose appearance or behaviour is gender-atypical will identify as a transgender person. Many transgender people live part-time or full-time in another gender. Transgender people can identify as transsexual, transvestite or another gender identity.

[Reference: These definitions are adapted from More Than a Phase (Pobal, 2006), For a Better Understanding of Sexual Orientation (APA, 2008) and Answers to Your Questions About Transgender Individuals and Gender Identity (APA, 2006). Available at: <http://www.lgbt.ie/about/what-is-lgbt/>]

Asexual: A person who generally does not feel sexual attraction or desire to any group of people. Asexuality is not the same as celibacy.

Intersex: A person whose sexual anatomy or chromosomes do not fit with the traditional markers of "female" and "male." For example: people born with both "female" and "male" anatomy (penis, testicles, vagina, uterus).

Homophobia: A range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT). Homophobia can be expressed as antipathy, contempt, prejudice, aversion, or hatred, may be based on irrational fear, and is sometimes related to religious beliefs.

LGBT people across the EU often encounter discrimination, harassment and bullying from childhood and at school (European Union Agency for Fundamental Rights, 2014).

[Reference: These definitions are adapted from the LGBT Terms and Definitions of the International Student Spectrum at the University of Michigan. Available at <https://internationalspectrum.umich.edu/life/definitions/>]

Websites and EU Reports

Teaching Tolerance: A project of the southern poverty law centre. *Best Practices Creating an LGBT-inclusive School Climate: A Teaching Tolerance Guide for School Leaders*. Available at: http://www.tolerance.org/sites/default/files/general/LGBT%20Best%20Practices_0.pdf

University of Michigan, Spectrum Centre: LGBT Terms and Definitions. Available at <https://internationalspectrum.umich.edu/life/definitions>

https://www.stonewall.org.uk/sites/default/files/an_introduction_to_supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf

http://www.healthysafekids.org/sites/default/files/Safe_Space_Kit_2013.pdf

<http://uktrans.info/70-topic-overviews/328-resources-for-schools>

<http://tgeu.org/wp-content/uploads/2015/06/Malta-Education-Policy.pdf>

https://eeas.europa.eu/human_rights/lgbt/docs/toolkit_en.pdf

http://eeas.europa.eu/human_rights/lgbt/index_en.htm

http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/foraff/137584.pdf

<http://www.schools-out.org.uk/STK/Guidance.htm>

http://www.glen.ie/attachments/Guidelines_for_Principals.PDF

<https://www.education.ie/en/Publications/Education-Reports/Being-LGBT-in-School.pdf>