

**EDUCATE OUT PREJUDICE
WITH
SUE SANDERS**

Co Chair

Schools OUT

LGBT History Month

The Classroom

MAN WHO KILLED GAY TEEN BY BURNING HIM ALIVE JAILED FOR THREE YEARS

22 MARCH 2013 | BY JOE MORGAN

Jordan Sheard, 20, plead guilty to manslaughter after he set alight a vulnerable gay teen at his 18th birthday party will be jailed for three and a half years.

Steven Simpson, who had Asperger's syndrome, a speech impairment and epilepsy, was covered in self-tanning oil and set alight in the early hours of 23 June last year. Jordan Sheard, 20, was sentenced at Sheffield Crown Court after pleading guilty to manslaughter. A judge heard how as Simpson became more drunk, homophobic insults were scrawled on his arm and stomach, told to strip to his boxers and encouraged to dance around. After 2am, a partygoer took tanning oil from Simpson's bedroom and poured it over the host.

The court heard Sheard then held a cigarette lighter to Simpson's groin, and instantly the highly flammable liquid caught alight and flames engulfed his body.

DAILY MAIL URGED TO FIRE RICHARD LITTLEJOHN AFTER TRANS TEACHER'S DEATH

Primary school transgender teacher Lucy Meadows was found dead in Lancashire, England after a tabloid revealed her 'shock' story

"I was lucky to have a supportive head," she wrote, "but I think I'd have done it here regardless as I couldn't put it off any longer and I have family and financial commitments as well. The guidance I've had from the trans community has been generally sound and very much appreciated, and I'd like to be able to say I've given something back. I suppose the best way for me to do this would be to educate the people around me and children at school – I am a teacher after all! Many parents have been quite annoyed with the press, too, especially those that were trying to give positive comments but were turned away". Meadows' gender reassignment became the subject of huge media interest in December after Hardman's letter to parents was leaked to the press. The story was covered by various outlets, but it was [Richard Littlejohn](#)'s column in the [Daily Mail](#) that prompted Belcher to complain to the PCC. On Wednesday pupils were told that Meadows was dead. Results of a post-mortem have not been released, but Lancashire police said on Friday that there were "no suspicious circumstances" surrounding her death. It is believed she killed herself

LESBIANS, GAY MEN, BISEXUAL AND TRANS PEOPLE ARE

BLACK, WHITE, DUAL HERITAGE,
DAUGHTERS, SONS,
AUNTS, MOTHERS, SISTERS, BROTHERS, FATHERS,
UNCLES, NEPHEWS, NIECES, FRIENDS,
COLLEAGUES, WORKERS, NON-WAGED,
STUDENTS, TEACHERS,
CUSTOMERS, DIFFERENTLY-ABLED,
JEWISH, HINDU, SIKH, MUSLIM, CHRISTIAN, GENTILE,
OF ALL RELIGIONS AND NONE,
OLD AND YOUNG,
WOMEN AND MEN,
AND FROM
EVERY POLITICAL PERSPECTIVE

TRANS PEOPLE

73% of respondents experienced harassment

47% of trans people do not use public social leisure facilities for fear of discriminatory treatment

64% of young trans men 44% of young trans women experience harassment and bullying at school from both pupils and school staff

Many trans people leave school early, but 34% obtain a degree or higher degree

45% of respondents reported family breakdown due to their cross gender identity

37% are excluded from family events and have family members who no longer speak to them because they have transitioned to their appropriate gender

20% of respondents felt informally excluded from their local community and neighbourhood since their transition.

www.pfc.org.uk/files/EngenderedPenalties.pdf

THE COSTS OF HOMOPHOBIA

- Alcohol and drug misuse; blocking out the pain
- Truancy as students seek to escape from the persecution
- Giving up on academic achievement as students find they are unable to work effectively in such an environment;
- Suffering from emotional, mental and/or physical health conditions, such as eating disorders, as a result of the anxiety and eroded self esteem;
- Promiscuous sexual practices leading to early pregnancies due to confusion and internalised homophobia
- Homeless/Running away from home, when parents are very hostile to young lesbian and gay children some feel forced to leave home and move into dangerous accommodation and become homeless.

STONEWALL SCHOOL REPORT 2012

Homophobic bullying continues to be widespread in Britain's schools. **More than half** (55 per cent) of lesbian, gay and bisexual pupils have experienced direct bullying

The use of homophobic language is endemic. **Almost all** (99 per cent) gay young people hear the phrases 'that's so gay' or 'you're so gay' in school and **ninety six per cent** of gay pupils hear homophobic language such as 'poof' or 'lezza'

Three in five LGB pupils who experience homophobic bullying say that teachers who witness the bullying never intervene

Only half of LGB pupils report that their schools say homophobic bullying is wrong, even fewer do in faith schools (37 per cent)

Homophobic bullying has a profoundly damaging impact on young people's school experience. **One in three** (32 per cent) LGB pupils experiencing bullying change their future educational plans because of it and **three in five** say it impacts directly on their school work

LGB people who are bullied are at a higher risk of suicide, self-harm and depression. **Two in five** (41 per cent) have attempted or thought about taking their own life directly because of bullying and the same number say that they deliberately self-harm directly because of bullying

CHILDREN AND YOUNG PEOPLE'S EXPERIENCES

- × With most people's families you don't have to explain to everybody about your whole family, but I do in the playground. People will be like oh, how come you've got two mummies, you can only have one, and then I have to explain it all, but other people don't really have to do that Briony 6 (London)
- × When people say 'gay'.... I feel worse than other people Mark 8 (London)
- × When I told the head teacher at my school that I was being bullied because I was gay, he told me that it was my fault for coming out and that I should have kept it quiet 16 year old (Cambridge)

× Sources: SexYOUality & Stonewall

CHILDREN AND YOUNG PEOPLE'S EXPERIENCES

- × Young people identifying themselves as lesbian, gay or bisexual (LGB) worry more about going to school than those who identify themselves as heterosexual
- × 36% of LGB young people reported being bullied at or near school, compared with 15% of heterosexual young people
- × A quarter of LGB young people reported experiencing cyber bullying at least once a month compared with less than 10% of heterosexual young people
- × Source: Health Related Behaviour Survey, Year 10 Cambridgeshire school pupils (July 2010)

WHAT YOUNG LGBT PEOPLE WANT:

TO BE PROVIDED WITH A SAFE AND SUPPORTIVE ENVIRONMENT FREE FROM DISCRIMINATION AND PREJUDICE;

THAT WE CAN COME TO YOU IN CONFIDENCE AND YOU WILL UNDERSTAND THAT 'COMING OUT' IS BOTH IMPORTANT AND POSITIVE;

THAT WE WILL BE SUPPORTED IF WE CHOOSE TO 'COME OUT';

THAT YOU WILL ACTIVELY CHALLENGE HOMO/TRANSPHOBIA WHERE IT OCCURS;

THAT WE AND OTHER YOUNG PEOPLE CAN SEE AND HEAR POSITIVE IMAGES AND HEAR POSITIVE MESSAGES ABOUT LESBIAN GAY, BISEXUAL AND TRANS PEOPLE;

TO BE ACKNOWLEDGED AND HAVE OUR NEEDS MET IN SOCIETY.

Solutions

Language

Law

Role Models

Culture

THE PUBLIC DUTY

The Equality Act 2010 introduces a single equality duty on public bodies which will be extended to include all protected characteristics-

Race,

Sex,

Age,

Religion or Belief,

Sexual Orientation,

Pregnancy and Maternity (Paternity)

Disability,

and Gender Reassignment.

Marriage and civil partnership

This combined equality duty will come into effect in April 2011 and will have three main elements .

In carrying out their functions, public bodies will be required to have due regard to the need to:

- 1) Eliminate conduct that is prohibited by the Act, that is discrimination, harassment and victimisation
- 2) Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- 3) Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Eliminating discrimination, harassment and victimisation

1. Clear effective policy and practice on behaviour and language
2. Train all staff, front line and backroom on equalities and diversity issues regularly. Ensure such training includes case studies that are real to them.
3. Use surveys and questionnaires regularly to gauge what is happening in the organisation
4. Analyse complaints received and actions taken and use outcomes to change and develop practice
5. Make reasonable adjustments

Advancing Equal Opportunity

Equal opportunity is a needs based approach it cannot work on a one size fits all.

1. Use surveys, social networks, outside groups to inform you of needs and gaps

2. Monitoring

Service users and service givers

Explain why you are doing it how you keep things confidential

Put on the top of the form what you have learnt since the last time you monitored and what you have done to make a positive difference

4. Embed learning in all areas of both service delivery and employment

Fostering good relations

Requires tackling prejudice and promoting understanding

1. Inform people about the issues - history of oppressions problems of accessibility, past lack of inclusion
2. Education – curriculum and images and language
3. Ensure that the diversity of the population of the country not just your patch is represented in all the material you use
4. Use diversity months
5. Ensure your material, publicity, forms are inclusive in image and language and intent.

7. The legal position

- 7.1 The Equality Act of 2010: Sexuality and transgender are protected characteristics (http://www.equalities.gov.uk/equality_act_2010.aspx)
- 7.2 Aspects of The Education and Inspections Act 2006 remain, including duties regarding pupils' behaviour: Headteachers must identify and implement measures to promote good behaviour and respect for others and prevent **all forms** of bullying.
<http://www.legislation.gov.uk/ukpga/2006/40/contents>
- 7.3 The Equality Acts 2006 and 2010: Colleges and schools cannot treat homophobic bullying differently to other forms of bullying because it is the law in the provision of goods and services that LGB and transgender pupils are treated the same as their peers. So the curriculum should cater for LGB, heterosexual and for transgender students.
<http://www.legislation.gov.uk/ukpga/2006/3/contents>
- 7.4 Ofsted currently inspects pupils' cultural development please refer in particular to paragraph 13 using the following link. This legislation remains and has not been repealed. Inspectors should continue to ask schools and governing bodies whether they meet the legislation.
<http://www.communitycohesionncc.org.uk/docs/484.doc>

Institutionalised oppression

is the collective failure of an organisation to provide an appropriate and professional service to people because of their race, gender, gender identity, sexual orientation, religion or belief, age, disability, marital status or class.

adapted from the Stephen Lawrence Report

HATE CRIME AND INCIDENTS

The Association of Chief Police Officers distinguishes between a hate incident and a hate crime.

A hate incident is:

“Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.”

Whilst a hate crime is defined specifically as:

“Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate.”

Education can

Challenge the normalcy model

Question assumptions

Challenge gender/sexual stereotypes

Celebrate difference

Visibilise all relationships and identities

Recognise and validate continuum of sexuality and gender

Challenge binary concept of gender and sexual orientation

Usualise Ourselves

Explore ways of making the diversity of LGBT people in all our ethnicities, ages, religions, disabilities and abilities, genders, camp, and butch

Present

Visible

and Celebrated



**“THE SCHOOL
PROMOTES EQUALITY
EXTREMELY WELL,
GAINING NATIONAL
RECOGNITION FOR ITS
PIONEERING WORK IN
TACKLING
HOMOPHOBIA.”**

OFSTED, SEPTEMBER 2011





Quick links

- Parents and carers
- Türkçe konuşan veliler
- Buy school uniform online
- Kaleidos learning platform
- SAM Learning online revision
- Contact us
- Vacancies
- Join our mailing list
- Complaints
- Newsletter and magazine
- Full school calendar

Welcome

Welcome to Stoke Newington School & Sixth Form. You can find out more about our school and all our activities on this website.

[>> Read our mission and values statement](#)

News

PC Paul: Halloween and fireworks safety



The school's PC Paul Petersen is urging students to stay safe and be considerate to others in...

[Read more](#)

SNS teacher Elly Barnes tops IoS 'Pink List'



SNS music teacher and diversity coordinator Elly Barnes has been listed as No. 1 on the...

[Read more](#)

Black History Month assembly on video



You can now see the very special assembly that kicked off this year's Black History Month at SNS...

[Read more](#)

Sixth form

NEW info for September 2012



Live footage from our special Black History Month assembly, featuring the SNS Glee team from years 8 and 10.



Events



Stoke Newington School & Sixth Form

Learning platform



A community comprehensive offering a high-quality creative education for all

[About](#) ▾ [At school](#) ▾ [News](#) ▾ [Learning](#) ▾ [Community](#) ▾ [Creativity](#) [Sixth form](#) [Contact](#) ▾ [Jobs](#) [Türkçe](#)

SNS will join LGBT History Month event at Arsenal stadium

SNS will host the London Schools LGBT Showcase at the Emirates stadium in celebration of LGBT History month.

Our school has staged events to highlight equality for people who are lesbian, gay, bisexual and trans for several years, but this year other London schools will join us at the event, which is supported by Arsenal Football Club.



The showcase event will include music, drama performances, speeches and presentations of students' work, focusing on LGBT equality.

It will take place at the Emirates Stadium on Thursday 28 February, from 6.30pm to 8.30pm. Tickets are priced at £5 (adults) and £2.50 (children/concessions).

Search this site

go

Letters home

[Important dates](#)

[Re-run of parent/carer governor election](#)

[Your chance to become a parent/carer governor at SNS](#)

[Stoke Newington Okulunda Yönetim Olma Şansınız](#)

[Start of term, January 2013](#)

Diary dates

23 Apr 2013

Moderation day - school closed to students

23 Apr 2013 6:00 pm

Resources committee meeting

Good practice resource - Creating an inclusive school community: Central Street Infant and Nursery School

03 Feb 2012 Ofsted

Knowledge of different types of families ensures that all parents and carers regardless of their sexuality and backgrounds are welcomed into this inclusive school community. Provision in the Early Years Foundation Stage and in Key Stage 1 ensures that pupils whose parents and carers or family members are lesbian, gay, bisexual or transgendered (LGBT) feel included. The school has successfully tackled homophobic language, attitudes and behaviour.

Provider: [Central Street Infant and Nursery School - 107507](#)

Available downloads

File name

[word Central Street Infant and Nursery School - Good practice example.doc](#)

[pdf Central Street Infant and Nursery School - Good practice example.pdf](#)

The behaviour and safety of pupils at the school

1. **When evaluating the behaviour and safety of pupils at the school, inspectors will consider:**
 - **pupils' attitudes to learning and conduct in lessons and around the school**
 - **pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability**
 - **how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity**

**The draft framework for school
inspection – Ofsted September 2011**

Our over-arching aim is to make our schools safe and inclusive for everyone. To do this we need:

1. To provide both a formal and informal support network for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education.
2. To campaign on lesbian, gay, bisexual and trans issues as they affect education and those in education.
3. To research, debate and stimulate curriculum development on LGBT issues.
4. To work towards union between teacher and lecturer unions and other professional stakeholders in education
5. To promote equality, safety and visibility in education for LGBT people and all the protected characteristics

Rights Against INTolerance: Building an Open-minded World (RAINBOW) project.



These films and the accompanying lessons challenge homophobia and transphobia by challenging the stereotypes that lead to prejudice and discrimination. The project was developed in the Basque Country, the UK, Belgium, The Netherlands, Germany, Italy and Bulgaria.

Click more for details and how to get your FREE DVD [Continue](#)

[reading →](#)

Latest News

Teachers March In Memory Of Meadows



Latest Resources

NEW: Harvey Milk Day – May 22nd



Latest Events

NUS LGBT Conference 2013



onference

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Search

Our Other Sites



lesbian
gay
bisexual
trans
history
month



Our Partners



theguardian



Schools OUT on Flickr



LGBT History Month

Lesbian Gay Bisexual Trans

CLAIMING OUR HISTORY,
CELEBRATING OUR PAST,
CREATING OUR FUTURE!

ABOUT US

FEB EVENTS

UPDATES

SCHOOLS

HISTORY

RESOURCES

EVERY FEBRUARY IN THE UK

lesbian
gay
bisexual
trans
history
month

Lesbian Gay Bisexual Trans History Month takes place every year in February. It celebrates the lives and achievements of the LGBT community.

We are committed to celebrate its diversity and that of the society as a whole. We encourage everyone to see diversity and cultural pluralism as the positive forces that they are and endeavour to reflect this in all we do.

2013 is dedicated to maths, science and engineering and 2014 will be dedicated to music. [Learn more](#)

BUY A PIN BADGE OR KEY RING

2013 Badges and Keyrings



Schools OUT poster

EDUCATE
OUT

Schools OUT Educate Out
Prejudice! posters now available!

GET INVOLVED

For Schools

Schools Resources

Suggested Lessons



CLAIMING OUR HISTORY,
CELEBRATING OUR PAST,
CREATING OUR FUTURE!

International day Against Homophobia and Transphobia (IDAHO) has launched its new Facebook page. IDAHO is celebrated globally every May 17th. Check it out to see the latest plans. <http://www.facebook.com/may17idaho>

CURRENT AFFAIRS

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SUBSCRIBE TO THE LGBT NEWSLETTER

Your name

Your e-mail

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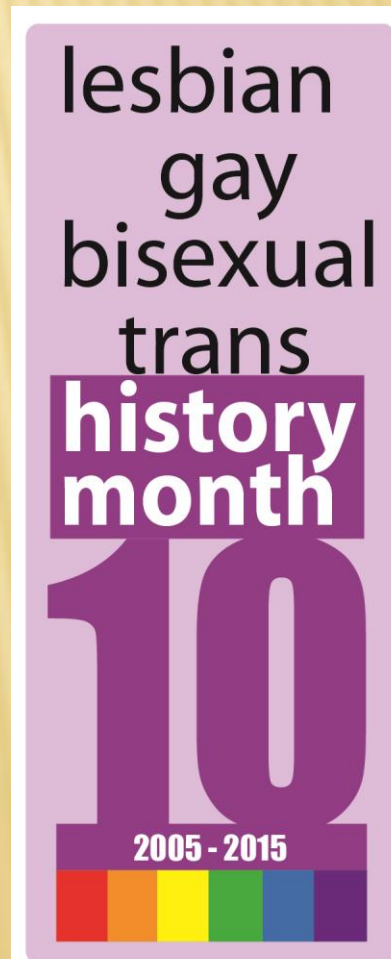
Subscribe to LGBT History Month via RSS & stay updated!

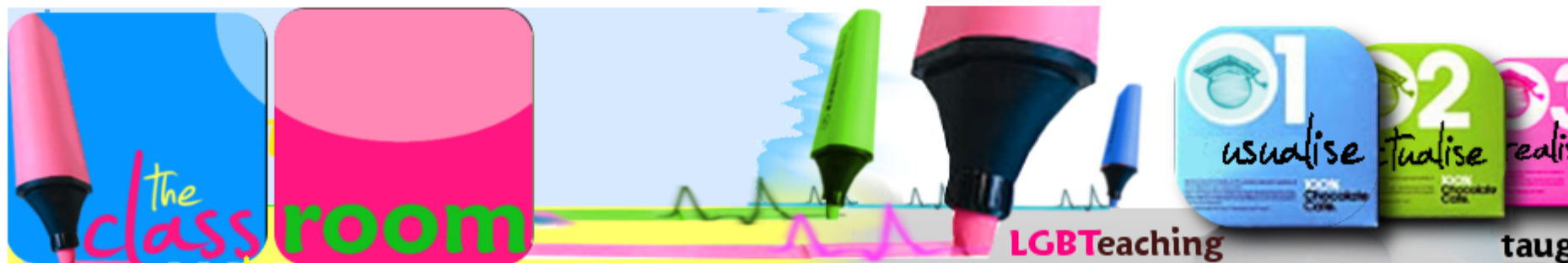
DONATE & SUPPORT



2014 Music is the theme

And 2015
which will
be our 10
anniversary
will be
History





[The Classroom](#) ▾ [The Big Picture](#) ▾ [The Visible Method](#) ▾ [Lessons and Resources](#) ▾ [LGBTalk](#) ▾ [Your Questions Answered](#)

[on Usualising](#)

[on Actualising](#)

[On The Classroom's Lessons](#)

[on Gender Identity](#)

"Classroom is a first! It provides accessible resources for teachers in all subjects areas...but what makes The Classroom so unique is the fact that it is responsive to the needs of teachers today. It evolves as teachers' confidence evolves. Teachers have the opportunity to provide feedback on the effectiveness of the lesson plans, with recommendations for adaptations telling us what works and what doesn't!"

Ian Rivers
Professor of Human Development

RECENT

Sesa

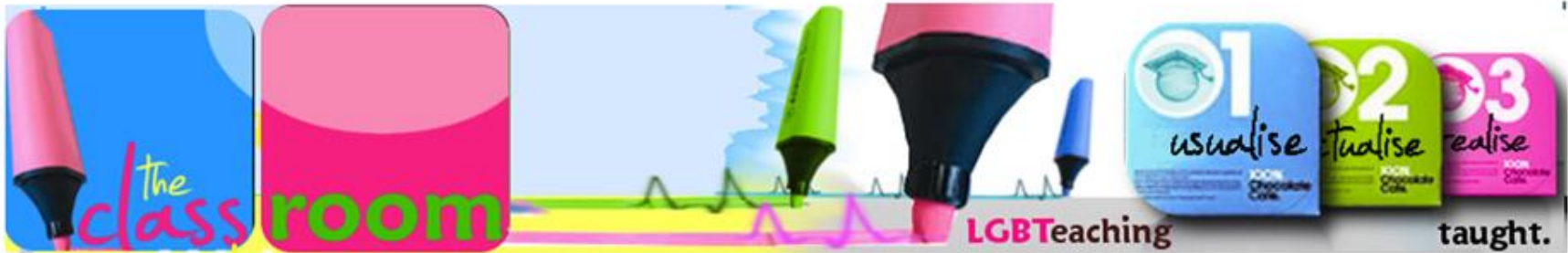


RECENT POSTS

- [K83 History Lesson1 – Lesson Plan Holocaust's Forgotten Victims](#)

The Classroom aims to be an accessible space for teachers to locate a range of resources to make Lesbian Gay Bisexual Trans people visible in education. We believe that to eradicate homophobia and transphobia, the lives and contributions of LGBT people need to be visible throughout education. This can be done by delivering a broad and balanced curriculum.

We passionately believe in diversity being celebrated in all its forms. Therefore, we present a simple but



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By Key Stage ▸

By Subject ▸

Early Years Foundation Studies

Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

Key Stage 5

How to: Usualise



More about usualising [here](#).

☆☆☆☆☆  Rate this

How to: Actualise



RECENT POSTS

- Private: Classroom Update
- Vital
- How to: Usualise
- How to: Actualise
- The Big Four

TAGS

- By Key Stage ▶
- By Subject ▶

- Art
- Citizenship
- Design & Technology
- English
- Geography
- History
- ICT
- Maths
- MFL
- Music
- PSHE
- PE
- RE
- Science

How to: Usualise



More about usualising [here](#).

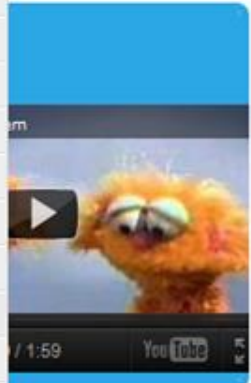
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How to: Actualise



More about actualising [here](#).

☆☆☆☆☆  Rate this



Form Update

- [How to: Usualise](#)
- [How to: Actualise](#)
- [The Big Four](#)

TAGS

[actualising](#) [AIDS](#) [bisexual](#) [bully](#)
[bullying](#) [Citizenship](#) [civil partnership](#)

DIVERSITY CALENDAR

January

Holocaust Memorial Day

<http://www.hmd.org.uk/>

February

LGBT History Month

www.lgbthistorymonth.org.uk

March

Womens HistoryMonth

<http://womenshistorymonth.co.uk/>

June

Gypsy and Traveller History Month

<http://www.grthm.co.uk/>

October

Black History Month

<http://www.black-history-month.co.uk/>

November22nd –December 22nd

Disabled History Month

<http://www.ukdisabilityhistorymonth.com/>

NO OUTSIDERS

[HTTP://WWW.NOOUTSIDERS.SUNDERLAND.AC.UK/](http://www.nooutsiders.sunderland.ac.uk/)

- ✘ 'No Outsiders' is a 28-month research project based in primary schools and funded by The Economic and Social Research Council.
- ✘ The project is led by Elizabeth Atkinson and Renée DePalma at the University of Sunderland, in collaboration with researchers at the University of Exeter and the Institute of Education (University of London) and a team of three research assistants. During the course of the project, a team of primary teachers from three areas of the UK will develop ideas and resources to address lesbian, gay, bisexual and transgender equality in their own schools and their communities.
- ✘ The outcomes will be disseminated via the Teacher Training Resource Bank, a documentary film and an edited book of teaching ideas.



**INTERNATIONAL DAY AGAINST
HOMOPHOBIA AND TRANSPHOBIA
MAY 17TH**

**NOVEMBER 28TH
TRANSGENDER DAY OF
REMEMBRANCE**

RESOURCES AND INFORMATION

- × Schools Out: www.schools-out.org.uk
- × Stonewall: www.stonewall.org
- × LGBT History Month: www.lgbthistorymonth.org.uk
- × The Classroom: www.the-classroom.org.uk
- × Gendered Intelligence
- × <http://www.genderedintelligence.co.uk/>
- × Gires <http://www.gires.org.uk/>
- × Out for our children
- × <http://www.outforourchildren.org.uk/>
- × Mermaids
- × <http://www.mermaidsuk.org.uk/>
- × No Outsiders
- × <http://projects.sunderland.ac.uk/archived/ell-nooutsiders/>
- × Gays the word books shop www.gaystheword.co.uk





The Project

The Project

- Educational Toolkit
- Playful toolkit
- Partners
- Press

- About/Impress

RAINBOW – Rights Against INTolerance: Building an Open-minded World

The project connects EU gay and lesbian associations, schools, media professionals promoting the rights of children and young people to their sexual identity and orientation and who fight against homophobia, in order to A) study stereotypes and B) challenge them.



RIGHTS
against
INTOLERANCE
BUILDING AN
OPEN-MINDED
WORLD



<http://www.rainbowproject.eu/>

An action-research targeted to education professionals (teachers mainly, but also educators), as well as to children and young people, the final beneficiaries.

Greater Manchester



Prevalence of Homophobia Survey

Local Teachers Speak Out
about Homophobic Bullying abuse
of our Children and their colleagues

Summer 2012

“Everyone is an insider,
there are no outsiders,
whatever their beliefs
whatever their colour,
gender, or sexuality.”

Archbishop Desmond Tutu

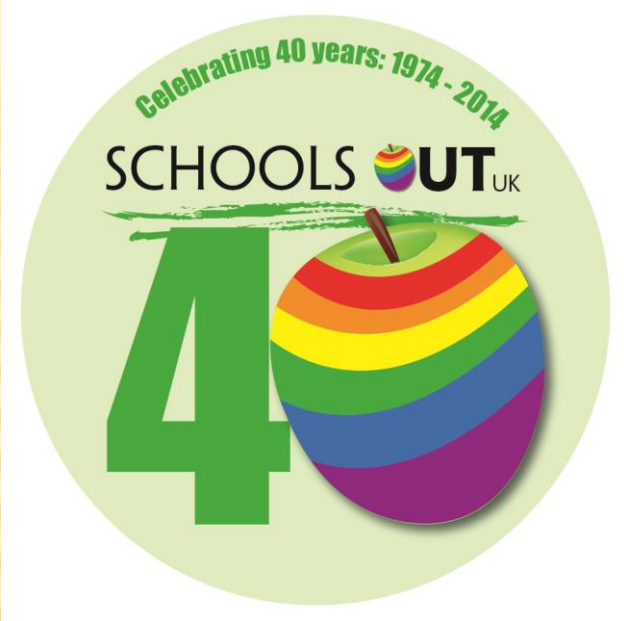
With a foreword by Cllr. Paul Murphy,
Chairman of the Greater Manchester Police Authority.

Introduction by Ms. Sue Sanders
Co Chair of Schools OUT/LGBT History Month.

Afterword by Professor Ian Rivers
Brunel University, London. Patron LGBT History Month and FFLAG.

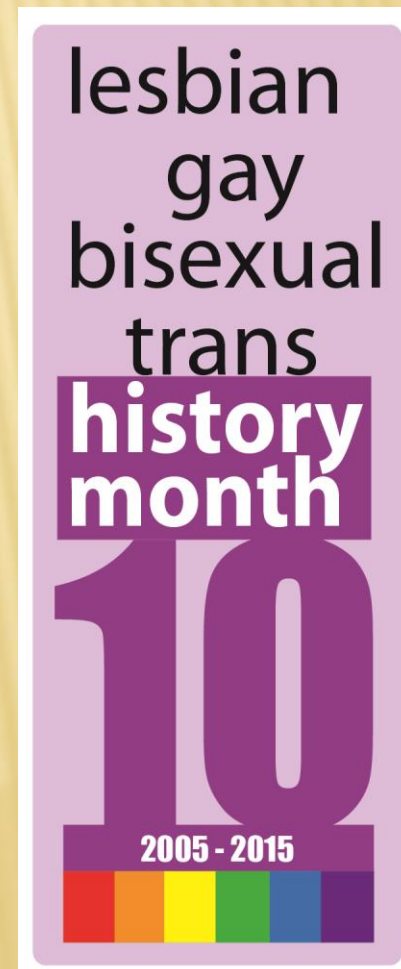
Sponsored by Schools OUT Classroom and LGBT History Month.





Competition with ATL
Schools design an
Inclusive early reader
Usualising all the
protected strands in
an E book for
Interactive whiteboard
book that teaches
youngsters to read

Competition for 10th anniversary
with NUT find the primary and
secondary school that has used
LGBT History Month the most
imaginatively and effectively over
the years



ACTIONS GLA COULD UNDERTAKE UNDER

- ✘ Troubled families
- ✘ Hate crime
- ✘ Violence and gangs
- ✘ Effective schools.
- ✘ 1) Promoting excellent teaching in all London schools.
- ✘ 2) A good school place for every London child.
- ✘ 3) Preparing young Londoners for life and work in a global city.

Q AND A

