



**TAKING PRIDE
IN TEACHING**

**THE POWER
OF LGBT+
INCLUSIVE
EDUCATION**



**It is of crucial, vital, often
life-saving importance
that we collectively
take responsibility for
supporting all LGBT+
people in our educational
communities**

Taking a proactive and positive approach

Foreword by David Dick, Co-Chair of the EIS LGBT Sub-Committee

Scotland should be rightly proud of being the first country in the world to embed LGBT+ inclusive education in its curriculum. The EIS played a key role in supporting this endeavour and has worked for years to support its LGBT+ members working in nurseries, schools, colleges and universities.

It is gratifying to see so many educational settings already beginning the work of delivering the new priority of LGBT+ education in Scotland. However, the time has come for that rollout to take place in every educational establishment as it is now a government requirement.

It is of crucial, vital, often life-saving importance that we collectively take responsibility for supporting all LGBT+ people in our educational communities. LGBT+ children and young people are present in every school across Scotland, and LGBT+ colleagues work alongside us in nurseries, schools, colleges and universities, though they may not always be visible. LGBT+ people are unfairly targeted, scapegoated, marginalised, traduced and tragically they often encounter violence, both physical and psychological.

'Taking Pride in Teaching' has been created with the help of LGBT+ EIS members, who know only too well the pain and suffering caused by school and work experiences that negatively impact their freedom to be themselves.

This guidance is designed to help you take proactive and positive approach that will counter those inequalities that LGBT+ people face, simply for being who they are.

If you are unsure of the issues, worried you will get it wrong, or perhaps you perceive other barriers, this booklet is here to support you, no matter where you are in your journey to LGBT+ inclusion. As EIS members, we know that collective action is our strength; I now ask you to unite together across Scotland to deliver for our LGBT+ members and learners and help create that progressive, socially just future, to which, as educators, we are all committed.





... young people have the right to learn, and teachers and lecturers have the right to work, in an educational environment that is free from discrimination, where the rights of all are equally upheld.



Playing our part in creating safe, supportive and inclusive educational settings

The EIS is committed to the highest standards of education, rooted in rights, equality and inclusivity. The EIS's overarching position is that pupils and students have the right to learn, and teachers and lecturers have the right to work, in an educational environment that is free from discrimination, where the rights of all are equally upheld.

This guidance offers advice for EIS members on how we can play our part by helping to create safe, supportive and inclusive educational settings, which allow everyone to thrive.

Although the guidance will talk about resources for both Primary and Secondary schools, colleagues in Early Year settings, colleges and universities will also find much of interest, use and application.

Since 2021, all Local Authority run schools in Scotland are expected to deliver LGBT Inclusive Education¹ as part of their curriculum². Many schools and educators are already doing fantastic work in this area, and others will be at the beginning of their journey.

Key messages

- Embedding LGBT+ education in your lessons, curriculum and in the wider life of your setting is easy. This booklet will advise and signpost you to resources and ideas, which can help you start making positive changes happen quickly.
- One of the barriers around LGBT inclusive education that educators face is the fear of “getting it wrong”. The advice in this booklet is designed to support you to overcome this barrier and give you the confidence to embed LGBT inclusive education in your learning, teaching and establishment, as a whole.
- Making a few small changes to your practice will have an overwhelmingly positive impact on learners, and wider school community, and support a culture where LGBT+ colleagues feel valued and respected.

¹ This document uses the term “LGBT Inclusive Education” to refer to the Scottish Government framework commitment and requirement. The document will use LGBT+ to refer to people who are Lesbian, Gay, Bisexual, Transgender, with the plus representing other sexual orientations and gender identities that are not heterosexual or cisgender.

² An LGBT Inclusive Education Working Group, on which the EIS is represented, was established in 2017 to improve LGBT+ young people's learning experience and to address bullying and discrimination. The Scottish Government accepted 33 recommendations from this group, in full, which resulted in a commitment to embed LGBT Inclusive Education across the curriculum.



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From policy to practice

Across Scotland many ELC settings, schools, colleges and universities, individual teachers and lecturers are already demonstrating good practice in their implementation of LGBT inclusive education. They are taking steps to ensure that their educational establishments are safe for everyone, irrespective of their sexual orientation or gender identity. LGBT+ children are present in every school and setting – therefore it is crucial that all schools and settings are taking the inclusion of LGBT+ education in the Scottish curriculum seriously – and acting upon it.

In 2019, Scotland made history by becoming the first country in the world to commit to embedding LGBT inclusive education across the school curriculum. In 2021, the national rollout began!

Exactly how LGBT Inclusive Education is implemented, is a matter for individual settings. The EIS has supported the work of the Time for Inclusive Education Campaign (TIE), in creating a comprehensive one-stop platform that helps schools meet the national requirement for LGBT Inclusive Education in curriculum, teaching and learning, and ensures robust engagement.

Visit www.lgbteducation.scot to find more ideas about how you can take this forward. There will also be ideas on this website that may be adapted to college and university settings.

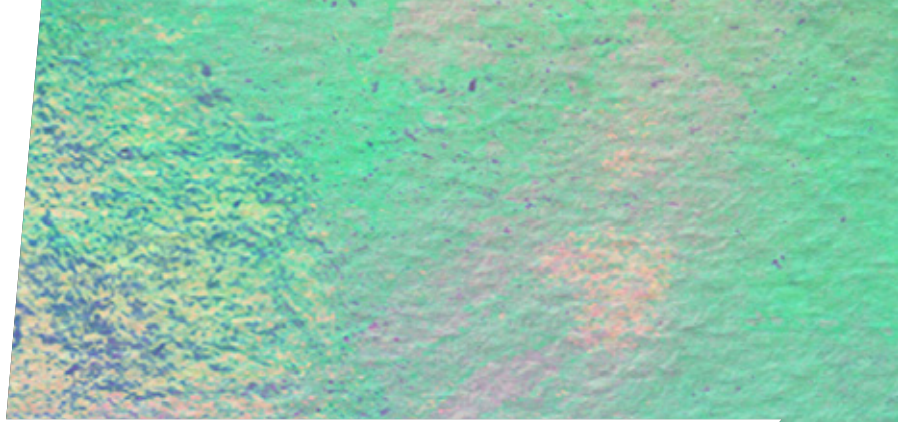
Reflective questions

- What work is already happening within my establishment that furthers LGBT Inclusive Education?
 - What opportunities are there within my own practice, my setting or my local association/branch to get involved?
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Getting it right for every LGBT child

To ensure all educational settings are inclusive to LGBT people, a whole-establishment approach is required. Everyone has a better chance to thrive when their learning and working environment accepts and affirms who they are, where they feel welcome and safe. It is very important, therefore, that work to further LGBT inclusive environments also goes alongside other equalities work to make sure settings are inclusive of all. For example, this means tackling racism, misogyny and ableism.

The commitment to LGBT inclusive education in Scotland came into effect approximately 20 years after the repeal of Section 28 (Section 2a in Scotland). This was legislation which banned the “promotion” of homosexuality across schools and local authorities.



Now, at a time when other countries in Europe and overseas are seeing a roll-back on LGBT rights and similar education bans, we have an opportunity in Scotland to be on the right side of history!

Unfortunately, many LGBT young people still experience discrimination just because of who they are and this impacts upon their health and wellbeing. Pupil and student wellbeing is at the centre of efforts towards LGBT inclusive education. An LGBT Youth Scotland's 2022 survey³ found that the number of LGBT young people in Scotland who feel happy with their life has fallen drastically since 2012 (from 66% to 37% and to only 28% for transgender participants).

The key principles of Getting it Right for Every Child (GIRFEC) are rooted in valuing difference and addressing inequalities. All children, young people, and learners have the right to be safe and nurtured. The approach to their wellbeing should be tailored to their individual needs and circumstances, and this would include taking account of their LGBT+ identity.

Reflective question

- Consider the wellbeing indicators (SHANARRI); safe, healthy, achieving, nurtured, active, respected, responsible and included. How could creating an LGBT inclusive education environment support the wellbeing of learners in relation to these indicators?

³www.lgbtyouth.org.uk/news/2022/launch-life-in-scotland-for-lgbt-young-people-2022/



Becoming conscious of exclusionary norms

One of the challenges surrounding LGBT+ inclusion is that our society is based on a presumption of heterosexuality as the norm, and educational environments are of course no exception. This presumption poses a bias against LGBT people, as it inadvertently excludes them by viewing them as different or 'other'.

'Heteronormativity' is the term for when heterosexuality is the assumed and privileged standard against which all other sexualities, relationships and gender dynamics, are compared or viewed as different. The ways in which this norm or standard is expressed, can often be hidden, but can inform much of what is assumed and expected about children, young people and our colleagues. In schools and other settings, a heteronormative environment can express itself in:

Educators can be inclusive and supportive of LGBT people by becoming more aware of norms and unconscious biases that may be exclusionary and make efforts to avoid making normative assumptions based on someone's gender or sexuality.

- Gender policing meaning that children are bullied for stepping outside traditional gendered expectations for boys and girls.
- Stories that represent limited family models (i.e. heterosexual, two parent families)
- Assuming (by teachers and parents) that children will grow up to be heterosexual and get married to a person who is not of the same gender
- Assuming that all parents / grandparents / other family members are heterosexual
- Lacking visibility or representation of other family models than heterosexual, two parent families
- Attitudes or bias relating to identifying as LGBT+ people and relationships as lacking, or "less than" heterosexual relationships
- The idea that LGBT+ people represent deviance / perversion / are "other"
- Assuming and conflating gender expression/ different types of play in children with sexual orientation in later years
- Bullying, punishing behaviour, or other sanctions for "non-conforming" to what is considered normative, in any way.
- Homophobia/Biphobia/Transphobia



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Practical resources and professional learning

The national commitment to LGBT+ inclusive education relates specifically to curriculum, teaching and learning. Here are a few examples of resources designed for Scottish schools, which can help you take this forward!

The Time for Inclusive Education (TIE) website offers free online training for any teachers working in Scotland. This training can be accessed and completed at any time. In addition, their website gives significant support to Primary and Secondary schools in terms of lesson plans, printable resources, curriculum guidance, advice and information. It's all free and easy to access. An essential starting point for anyone's LGBT+ education journey, and a fantastic resource to progress and deepen any work already undertaken. www.tie.scot/info

The LGBT Youth Scotland website is also a useful resource – it contains reports, information about curriculum development, ideas for lessons and whole school events, and contains advice and support about achieving the LGBT+ Chartermark. www.lgbtyouth.org.uk/national-programmes/

The Scottish Improvement Service resource for Early Years advice about how to approach LGBT+ education in Early Years settings. It includes ideas for storybooks, a case study, diversity posters and a training presentation and podcast chat which explores the issues.

<https://sway.office.com/tnW8XjO2ExX32scH?ref=email>

The Stonewall Scotland website offers a range of advice regarding how to create inclusive workplaces, as well as offering support and resources to schools and colleges. www.stonewallscotland.org.uk/schools-colleges





Don't let a fear of getting it wrong get in the way!

Some colleagues might be unsure about what language to use – here are some sources you may want to consider:

- www.stonewall.org.uk/list-lgbtq-terms
- www.equality-network.org/wp-content/uploads/2013/05/LGBTI-Glossary-leaflet.pdf
- www.sad.scot.nhs.uk/bereavement/supporting-lgbtplus-people-around-bereavement/lgbtplus-definitions/
- <https://blogs.glowscotland.org.uk/er/MearnsCastle/glossary-of-terms/>

Reflective question

- Reflect on your own confidence in addressing LGBT+ issues and any barriers you may feel towards talking about it in your setting or implementing learning and teaching about it. How could you or your colleagues develop this confidence together?



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LGBT+ affirming educational environments

Having LGBT+ symbols or visible materials such as posters in your educational environment can be encouraging for pupils, students and staff, and visibility can foster a greater sense of safety. It is important that such displays are part of wider efforts to promote understanding and inclusion so that they are not perceived as token measures.

LGBT+ people have always existed, and have contributed greatly to our society, communities, and education systems. By embedding LGBT+ inclusive practice all year round, it becomes more meaningful for LGBT+ young people and colleagues and goes beyond simply celebrating pride month (although this is also important!).

The Time for Inclusive Education Campaign resources include a teaching resource on Icons, which you can use to highlight significant historical figures who were LGBT+.

Reflective questions

- How is LGBT+ inclusion and equality visible currently within your educational establishment?
- Who can you speak to for ideas on how the environment can be a supportive and affirming space for LGBT+ learners?



So, what does inclusive LGBT+ practice actually look like?

This is not an exhaustive list, but inclusive LGBT+ practice can look like:

- Exploring and celebrating the wide range of positive contributions LGBT+ culture has made to societies in Scotland and across the world
- Using books, resources, films, etc which have LGBT+ people in them
- Including LGBT+ people in examples used during curriculum materials e.g. problems in Maths, Science, Modern Studies, and all subject areas!
- Talking to learners about LGBT+ people and issues in the classroom and asking them about their own thoughts and ideas
- Displaying posters which promote LGBT+ people's visibility
- Creating an LGBT+ group for learners to attend, perhaps at lunchtime. This is a great way for LGBT+ young people to feel safe and to meet others in your school
- Developing gender neutral environments, where stereotypes around gender are actively dismantled and challenged
- Having a robust approach to identifying bullying, which specifies in what cases it is discrimination for being LGBT+ or being perceived as LGBT+
- Putting LGBT+ inclusive education into improvement plans, thus encouraging a whole setting approach
- Taking steps to address the fact that LGBT+ parents in your school or setting may face a unique set of barriers, including discrimination or fear of being excluded, or a fear that their child will be bullied
- Celebrating Pride Month, but also embedding inclusive LGBT+ practice throughout the year!



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Identifying and responding to discrimination

Homophobia, biphobia or transphobia can be described as dislike, or fear of people who are or, are thought to be, gay, lesbian, bisexual or transgender, which can lead to discrimination, bigotry, scapegoating and sometimes violence.

Unfortunately, homophobia, biphobia and transphobia remain a significant issue in our society, and in education. LGBT Youth Scotland's Life in Scotland report from 2022, found that only 10% of participants (over half of whom were in school at the time of responding) rated the experience of school for LGBT people as 'good'. 70% of gay and lesbian participants responded that they experienced bullying due to their sexual orientation at school.

Bullying and harassment can be described as offending, persecuting, or excluding someone in a way that violates their dignity and creates a negative environment for them. Discrimination occurs when someone is treated less favourably, whether directly or indirectly, intentionally, or not, because of being LGBT+.

Discrimination, bullying and harassment can have serious and long-term consequences for individuals, including:

- Mental health consequences such as stress, anxiety, and depression
- Poor physical health

- Increased absence from education/work
- Being excluded from opportunities to make friends, for progression, or to join in extra-curricular activities etc.

Discrimination and harassment is against the law. Sadly, despite its worrying consequences, prejudice and stereotyping of LGBT+ people is still prevalent in our society and can sometimes be difficult to notice and address. If we are to be effective in achieving equality for all, we must not be complacent about tackling anti-LGBT+ attitudes in all their forms.



Some examples of anti-LGBT discrimination may be:

- Excluding someone because they are believed to be LGBT+ (regardless of whether they actually are), or ‘othering’ someone, i.e., treating them as inherently ‘different’ or sexually deviant/ dangerous just because they are LGBT+
- Making unwelcome or degrading jokes, using anti-LGBT+ slurs, mocking stereotypes, using negative language about LGBT+ issues (regardless of whether it is directed at a particular person).
- Asking intimate or intrusive private questions, making innuendos, making stereotypical assumptions
- Spreading rumours, speculating, or judging someone’s sexuality or transgender identity
- Assuming that everyone is heterosexual and using non-inclusive language in conversations
- Damaging or taking someone’s things, or being targeted for ‘pranks’ because they are believed to be LGBT+
- Physical or verbal abuse, threats, or insults

Anti-LGBT+ bullying may manifest also as misogynistic attitudes, which are explored in more depth in the EIS Guidance *Get it Right for Girls*⁴. The links between gender inequality and LGBT+ inequality are intrinsic. To tackle this, it is important that there is an intersectional approach, especially with a focus on tackling gender stereotyping.



⁴ www.eis.org.uk/gender-equality/getrightgirls

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Policies, procedures and reporting

Educational establishment policies and procedures should include material to protect learners and staff against discrimination, and advance equality, including in anti-bullying policies. These policies and procedures should also include routes for reporting, and information about how issues will be addressed. Incidents recorded on SEEMIS should note clearly whether there was an equality component or prejudice base to the issue.

Educational establishments and workplaces have a responsibility to make sure reporting, recording and monitoring is effective and supportive. Preliminary findings of a 2023 EIS survey into anti-LGBT+ discrimination, found that nearly 60% of members were unfamiliar with how their establishment reports and records incidents of LGBT+ discrimination.

The gathering of data on behaviours/incidents that discriminate against LGBT+ people is important as it gives insight into the scope of the problem and possible solutions. Taking a proactive approach to implementation of LGBT+ inclusive education will be beneficial in reducing the prevalence of discriminatory attitudes and behaviours.

Reflective question

- How can you find out more about the recording, reporting and monitoring processes in your setting, in relation to incidents of LGBT+ discrimination affecting learners, and staff?

Legal framework and children/young people's rights

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” Universal Declaration of Human Rights (Art. 1), 1948.

The Universal Declaration of Human Rights was incorporated into UK Law through the Human Rights Act 1998. It is widely acknowledged that LGBT+ rights are human rights, as all adults have the right to be equal, be safe from discrimination, have freedom of thought and expression, and have a right to family life.

The rollout of LGBT inclusive education in Scotland is an exciting opportunity to further embed the human rights of LGBT people in Scotland. As well as having Human Rights⁵, children's rights to an identity must be respected, as should, their right to privacy, and to have their views heard in matters affecting them.

In 2020, the Scottish Government decided to further integrate the UNCRC into Scots Law, adding strength to the calls for proactively furthering children's rights. Specific steps should be taken by public bodies to protect children who have intersecting characteristics, are underrepresented, face barriers or discrimination. This includes children and young people who identify as being LGBT.

⁵ Children's rights in Scotland are also protected under the Human Rights Act 1998, as well as the Children and Young People (Scotland) Act 2014.



The Equality Act 2010

LGBT people are protected from discrimination, harassment and victimisation under the 2010 Equality Act. Rather than defining who is LGBT, the Act offers protection for anyone who is discriminated, harassed or victimised due to their sexual orientation or perceived sexual orientation.

To implement the 2010 Equality Act, ELC settings, schools, colleges and universities have a Public Sector Equality Duty to proactively:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between those who share a relevant protected characteristic, and those who do not
- Foster good relations between persons who share a protected characteristic, and those who do not

This means that ELC settings, schools, colleges and universities should take steps to meet the specific needs of LGBT people, remove barriers that face LGBT people to access education, such as bullying, and encourage wider participation in areas where LGBT people are underrepresented.

Reflective question

- What are some examples of existing opportunities/activity for your educational establishment to meet the Public Sector Equality Duty, in relation to LGBT people?

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Suggested strategies for a whole-establishment LGBT inclusive approach

Policy and practice

- Educational establishments have a whole establishment policy in place which articulates the approach and plans for LGBT inclusive education, including creating LGBT affirming and inclusive environments, and tackling inequality or discrimination
- Education staff are familiar with processes for recording, monitoring and reporting incidents of LGBT discrimination, and this should be used to inform identified improvements, policies and practices
- LGBT learners are familiar with the support available from the educational establishment

Demonstrating values

- The mission statement of the establishment includes a commitment to LGBT inclusive education and celebrates the contributions of LGBT people to the community
- Proactive and positive communication about the importance of LGBT inclusive education and the establishment's approach to equality, is shared with the whole-education community, including parents and carers
- Learners are regularly engaged in discussions about LGBT inclusive education and involved in taking positive action

- Education staff have a shared and consistent approach in communicating the importance of LGBT inclusive education and in seeking to address any issues arising

Curriculum

- The educational establishment has an articulated approach and plans are in place to meet the national requirement of LGBT inclusive education
- The approach to curriculum, teaching and learning can be used meaningfully across all subject areas, and is age and stage appropriate

CLPL

- All education staff are given time, support and resources to meaningfully engage with CLPL on LGBT inclusive education including time for collegiate discussion and personal reflection
- All education staff and the wider establishment community have access to adequate advice and guidance in relation to the approach to LGBT inclusive education and support for LGBT people
- CLPL approaches include intersectional perspectives across equality strands



Partnership working

- Parents, carers and the wider establishment community are supported to understand the importance of LGBT inclusive education and the positive benefits for learners
- The establishments have meaningful and sustained engagement with expert organisations for guidance, and keep up to date with specialist knowledge on how to embed learning and monitor progress

Here are some examples of schools which have developed their approach to LGBT+ inclusive education:

Bishopbriggs academy:

www.bishopbriggs.e-dunbarton.sch.uk/pupil-zone/lgbtqplus/

Penicuik High School:

www.midlothian.gov.uk/news/article/3537/penicuik_high_school_aiming_for_lgbt_charter_status

Dumfries High School:

www.dumfrieshighschool.co.uk/school-information/gsa/

Barrhead High School:

https://twitter.com/Equality_BHS

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Recommended actions for EIS members

USE this guidance and the reflective questions as the basis for collegiate discussion on LGBT inclusive education within your establishment.

RAISE any emerging issues with your management team.

SEEK reviews and updates in practice where required in light of the advice.

CONSULT with the resources available, such as the TIE campaign, and your local EIS branch/association.

REQUEST access to relevant professional learning opportunities on LGBT inclusive education.

CONTINUE to monitor progress towards LGBT inclusive education, including increases in positive attitudes and behaviours towards LGBT people amongst learners and staff.



EIS informal LGBT+ Network and LGBT+ Sub-committee

The EIS have an informal LGBT+ Network which meet a few times each year, usually online. If you would like to become part of the Network please email equality@eis.org.uk.

The EIS also has an LGBT Sub-Committee, which has four co-opted spaces for members of the EIS LGBT Network. Any member can nominate themselves to the Sub-Committee and elections take place annually. Information surrounding the Sub-Committee will be shared with the LGBT+ informal network, so please get involved if you would like to be part of it! The Sub-Committee feeds into the work of the Equality Committee and helps to shape the EIS approach to LGBT+ inclusion, so participation from members is highly valuable.



Useful resources and contacts

www.eis.org.uk/equality/lgbt

www.eis.org.uk/repsequality-reps

www.tie.scot

www.lgbteducation.scot



Equality and social justice are at the heart of the trade union agenda, and part of our professional values as educators. Together, our members have a vital part to play in making sure Scotland delivers on its promise to deliver LGBT Inclusive Education in all educational establishments.

LGBT Inclusive Education is an opportunity to make a real difference to the lives of so many learners, and staff, in the pursuit of a fairer, more equitable society for all, and we must seize it.

The EIS takes pride in teaching by supporting the implementation of the national commitment to LGBT Inclusive Education in Scotland and working to ensure all teachers and lecturers are confident, trained and well supported to take this forward within their establishments.

**Let's join together and make LGBT
Inclusive Education a reality for all.**

Andrea Bradley, EIS General Secretary



**Unite together across
Scotland to deliver for
our LGBT+ members and
learners and help create
that progressive, socially
just future, to which, as
educators, we are
all committed**

