



*This week on...*

*The* **EDIT** *t*

WELCOME BACK TO *The EDIT*

This month marks LGBT History Month. It celebration of lesbian, gay, bisexual and trans, and non-binary (LGBT+) history. It is also an opportunity to reflect on the history of LGBT+ rights and related civil rights movements. LGBT+ History month exists to raise awareness of the LGBT+ community's history and promote equality. At Warlingham, we have a vision that ***'our students...feel their school is a place in which they belong'***; our school community should be inclusive for everyone, regardless of their gender identity or sexual orientation. In addition to celebrating LGBT+ History Month in our main school assemblies this week, I wanted us to think about our vigilance in the classroom for prejudice that may be perceived as homophobic/transphobic/biphobic. It is so important that we educate all pupils on the power of language so that we can ensure that everyone feels safe, included and feel that they belong in our school community.

### **How can I use this in the classroom?**

- Be vigilant for prejudiced language
- Don't ignore or dismissing the incident, regardless of intent.
- Discuss the language at the time; waiting until the end of the lesson (or later), might mean it is forgotten and the impact of your intervention not as great.
- Address the whole class; it is important that witnesses also learn from the incident.
- Do not call the child using the language homophobic/transphobic/biphobic.
- Log the incident on Arbor so that investigations regarding the incident can take place and appropriate follow-up action can be taken.
- ***.See you next week!***



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# LGBT+ History month



## How to address inappropriate/prejudiced language used during a lesson:

- Stop the lesson to discuss the statement, making sure that all pupils involved in the lesson are part of the discussion - this will make sure that any witnesses will understand that using language in this way is not acceptable.
- Respond calmly and explain to the group that this is unacceptable and offensive, regardless of intent. There may be LGBTQ+ pupils who have heard this comment within the group.
- Explain to the pupils that words have a long history and are often used as weapons against people and can be very hurtful.
- Focus on the perpetrator's behaviour, rather than the person.
- Provide support for the target.

Wide Horizons  
High Aspirations

## Homophobia

- A student jokes that something perceived to be negative in some way is 'gay' (e.g. 'that's so gay')
- A student complements another student of the same gender and then assures them that 'don't worry, I'm not gay', implying that that would be negative/bad.
- Someone calling another student a 'dyke' or 'faggot'

## Biphobia

- A pupil who is questioning their sexual orientation is repeatedly being asked probing or intimidating questions such as 'you're not allowed to fancy boys and girls' or 'why can't you be normal and just pick boys or girls?'
- Shouting 'bi-bi'

## Transphobia

- A pupil pesters a young person with questions about their gender such as 'are you a real boy?' or 'are you a boy, or are you a girl?' or asking invasive questions like 'do you wear knickers or boxers?' or 'what body parts do you have?'
- Misgendering someone deliberately or repeatedly (i.e. using the wrong name and/or pronouns to describe a person, referring to them using the wrong gender). Or refusing to use 'they/them' to refer to a non-binary person who has specified they use those pronouns.
- Suggesting that a trans woman/man is not a 'real' woman/man.
- Referring to someone as a 'tranny'
- Referring to someone as 'it' or 'he-she'



# Scripts to support

## Establish understanding

- 'What did you just say?'
- 'What did you mean by saying....?'
- 'What does that word mean to you?'
- 'Do you understand why it is wrong/hurtful/offensive to use that word?'

## Use empathy

- 'That language is really hurtful/offensive to me and others'
- 'It's really disappointing to hear you using language that makes other people feel bad.'

## Challenge directly

- 'You know that that discriminatory language is absolutely unacceptable'
- 'Why are you saying that word?'
- 'How can a pair of trainers be gay? If you mean rubbish, you should use the word rubbish.'
- 'Homophobic/biphobic/transphobic language is not acceptable in our school.'
- 'Calling people names is unacceptable and we don't do that at our school.'



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- [Think your child might be trans or non-binary? - NHS \(www.nhs.uk\)](https://www.nhs.uk)  
Information for parents of children may be transgender or non-binary
- [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)  
Information for parents supporting their children through gender identity issues
- [Stonewall Young Futures | Stonewall](#)  
For young LGBTQ+ people
- [The Proud Trust - Home of LGBT+ Youth](#)  
Home of LGBTQ+ youth
- [Proud Connections - The Proud Trust](#)
- [Coming Out Guide - The Proud Trust](#)
- [How To Come Out | How To Come Out To Your Parents | The Mix](#)  
A guide to answer questions you might have about gender, sexuality and identity
- Stonewall's 'Gay! Get Over It!' A guide for students to tackle homophobic language amongst their peers:  
[http://www.stonewall.org.uk/at\\_school/education\\_for\\_all/quick\\_links/education\\_resources/secondary\\_school\\_resources/9307.asp](http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/secondary_school_resources/9307.asp)
- Stonewall's 'Tackling Homophobic Language' A guide for teachers to understand the use of and challenge homophobic language:  
[http://www.stonewall.org.uk/at\\_school/education\\_for\\_all/quick\\_links/education\\_resources/secondary\\_school\\_resources/9310.asp](http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/secondary_school_resources/9310.asp)
- School's out: [www.schools-out.org.uk](http://www.schools-out.org.uk)