

INTRODUCTION TO THE RAINBOW FLAG AWARD

Welcome



OUR YEAR'S JOURNEY...

SKILLED
TEACHER

SUPPORTIVE
GOVERNORS
& PARENTS

EFFECTIVE
POLICIES

INCLUSIVE
CURRICULUM

PASTORAL
SUPPORT

STUDENT
VOICE

THE
RAINBOW FLAG
AWARD



THE
RAINBOW FLAG
AWARD



Why are we doing the Rainbow Flag Award?

1. Legal obligation
2. Moral obligation
3. Ofsted

Law: Equality Act 2010

- Applies to all maintained and independent schools including academies
- Sexual orientation and gender reassignment (trans identities) are protected characteristics
- Its is unlawful to discriminate against people who identify with any of the protected characteristics
- There is an argument that if LGBT+ people feel unsafe and uncared for in a school, this is indirect discrimination

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf



Department
for Education

The Equality Act 2010 and schools

**Departmental advice for school leaders,
school staff, governing bodies and local
authorities**

Law: Public Sector Equality Duty

- Applicable to all maintained schools including academies
- Compliance with the equality duty is a legal requirement and are central to the OFSTED inspection framework
- The duty has three requirements:
 1. Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act
 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 protected characteristics

Public Sector Equality Duty Guidance for Schools in England

Keeping Children Safe in Education 2022

203. The fact that a child or young person may be **LGBT is not itself an inherent risk factor for harm**. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT can be just as vulnerable as children who identify as LGBT.

204. **Risks can be compounded where children who are LGBT lack a trusted adult** with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Keeping children safe in education 2022

Statutory guidance for schools and
colleges

1 September 2022



Department
for Education

RSE and Health Education

36. ... schools should **ensure that the needs of all pupils are appropriately met**, and that all **pupils understand the importance of equality and respect**. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, ... under which sexual orientation and gender reassignment are amongst the protected characteristics

37. ... At the point at which schools consider it appropriate to teach their pupils about **LGBT**, they should ensure that this content is **fully integrated into their programmes of study** for this area of the curriculum rather than delivered as a stand- alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

59. ... Families of many forms provide a nurturing environment for children. (Families can include for example, ... LGBT parents, ...) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them...

- OFSTED have listed 'Developing the curriculum to meet the needs of LGBT learners' as a successful way of tackling LGBTphobia
- The schools inspection handbook states schools should be 'promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation

School inspection handbook

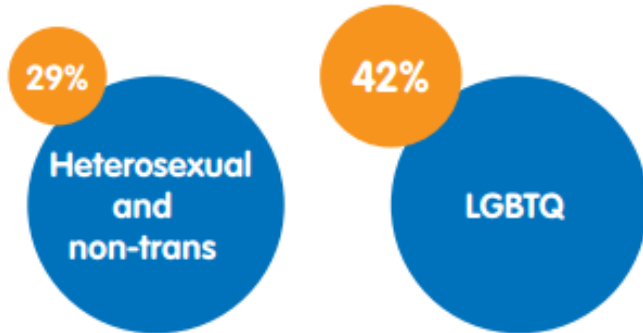
Handbook for inspecting schools in England under section 5 of the Education Act 2005

This handbook describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.

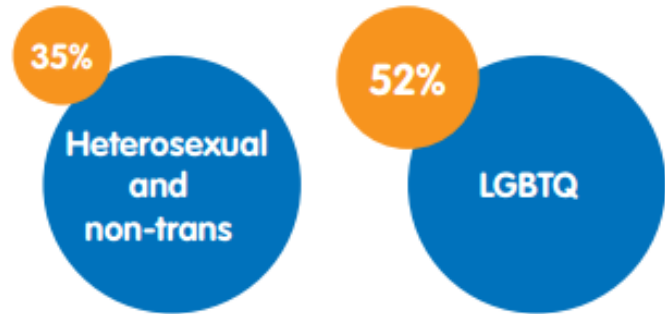
Moral Obligation?



Percentage of respondents going for medical help for depression or anxiety



Percentage reporting self-harming now or in the past



Moral Obligation?



Participants indicated they would be most likely to ask for help from LGBT+ individuals or LGBT+ youth groups (53.3%), followed by mental health professionals (47.2%) and peers (46.2%).

Participants were least likely to ask for help from school/teachers (71%) and family (63.8%) and generic youth groups (57%).

OUR JOURNEY OVER THE YEAR...

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EVIDENCE SUBMISSION

- Submit one section after one term (usually **Skilled Teacher** is first).
- Submit two sections after two terms (of our choice).
- Submit three sections at end of year cycle (of our choice).

Our deadlines:

Friday 28 April 2023 at 5pm for our first section

Friday 15 September 2023 at 5pm for our next two sections

Friday 12 January 2024 at 5pm for our final three sections

AWARD APPROACH

The Problem

#1 LGBTphobia

#2 Normativity of
non-LGBT+ people

The Answer?

#1 Consistently recognising
and challenging LGBTphobia

#2 Promoting and celebrating
LGBT+ lives and people

Balance of Focus for RFA?

10%

90%

THE HANDBOOK





STANDARD:

Staff, including Senior Leadership Teams and non-teaching staff, can recognise and consistently challenge and report LGBTphobia, and are confidently using positive and appropriate language around LGBT+ identities.

INDICATORS:

- At least two staff have attended the one-day course “LGBT+ Inclusion in Secondary Schools and Colleges”. We strongly recommend that this includes one member of the SLT.
- Effective LGBT+ inclusion training has been cascaded to the wider staff team, including non-teaching staff.
- Staff can confidently and consistently recognise and appropriately challenge LGBTphobia, supported by organisational systems for recording and reporting such incidents.
- Staff are confidently using appropriate and positive terminology for LGBT+ people and identities.

What sorts of things would make good evidence?





STANDARD:

Governors and parents understand the need to combat LGBTphobia through positive education and representation, and know where to go for information, and if needed, support.

INDICATORS:

- Governors actively participate in creating an LGBT+ positive learning environment and are committed to a stance against LGBTphobia.
- Information has been shared with parents about the need to create an LGBT+ positive learning environment.
- Governors and parents have access to the LGBT+ positive learning resources that are being implemented.
- Governors and parents know how to access information and support, through signposting to appropriate local and national LGBT+ services for children and young people, and families.

What sorts of things would make good evidence?



STANDARD:

Effective policies are in place to address LGBTphobia and positively support whole organisation LGBT+ inclusion.

INDICATORS:

- Policies are written and published that reflect a commitment to robustly combat LGBTphobia and create an LGBT+ positive learning environment, in line with legal, statutory and moral obligations.
- LGBT+ inclusive policies have been comprehensively and effectively shared with the staff team, understood and implemented.

What sorts of things would make good evidence?



STANDARD:

LGBT+ people and identities are positively represented across all areas of the curriculum. This includes in lessons and activities that are LGBT+ inclusive, as well as those that are LGBT+ specific.

INDICATORS (Primary)

- Through positive education across many curriculum areas, lesbian, gay and bisexual people are made visible, and students understand and can confidently use appropriate language pertaining to attraction (lesbian, gay, bisexual, straight).
- Through positive education across many curriculum areas, trans people are made visible, and students understand and can confidently use language pertaining to gender identity (trans, non-binary, cis).

INDICATORS (All)

- Through comprehensive PSHE and Relationship Education programmes, students are aware of LGBT+ identities, people, and families.
- Through comprehensive PSHE and Relationship Education programmes, students can recognise, report, and challenge LGBTphobia.
- Through comprehensive PSHE and Relationship Education programmes, students know where to access further information and support for themselves, should they need it.

What sorts of things would make good evidence?



STANDARD:

Children and young people wishing to explore/express their gender and/or sexuality feel supported to do so. Skilled staff from within the organisation support them, including through signposting and referrals to appropriate local youth work services.

INDICATORS (Primary)

- Staff are comfortable in offering 1-2-1 support to students wishing to discuss sexual orientation and/or sexuality.
- Staff are comfortable in offering 1-2-1 support to students wishing to discuss gender identity.
- Staff make themselves visible as LGBT+ allies and are open to reports of LGBTophobic incidents.

INDICATORS (All)

- Staff are able to support students that “come out by proxy”, through having LGBT+ siblings, parents, other family members, or friends.
- Staff and students are aware that being LGBT+, in itself, is not a safeguarding issue.
- Signposting and referral links have been made to appropriate local LGBT+ youth organisations.

What sorts of things would make good evidence?



STANDARD:

Student-led initiatives are valued and supported to create an LGBT+ inclusive and positive environment.

INDICATORS:

- Through youth voice structures, such as school councils, anti-bullying ambassadors and anonymous feedback mechanisms, students' ideas and suggestions are actively informing the direction of other Rainbow Flag Award sections.
- Student-led activities that positively celebrate LGBT+ lives and people are encouraged and supported by the school.
- Students are supported to undertake initiatives that mark significant dates on the LGBT+ calendar, such as LGBT+ History Month, Pride, Trans Day of Visibility, and IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia).

What sorts of things would make good evidence?

