

LGBT Charter Feedback Form

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| Organisation | Musselburgh Grammar |
| LGBT Charter Level | Bronze |
| Date | 4 December 2019 |
| Charter Manager | |
| Reviewers | |

Promising Practice

- ➔ Bullying behaviours can be reported via a confidential 'OK to Tell Box' in the library
- ➔ The school is actively using the Supporting Trans Young People Guidance, ensuring that the trans pupils in the school are being supported effectively by staff
- ➔ Pupils were consulted throughout the LGBT Charter journey and their views were taken on board by the school, for example around the change in school uniform policy
- ➔ Pupils were also consulted on the current situation in the school to find out what could be done to change, issues raised were then challenged through practice
- ➔ The anti-bullying campaign was based directly on issues raised by pupils in consultation demonstrating a pupil led approach to the LGBT Charter
- ➔ A PSE lesson was delivered to all classes in S1-S6, the anti-bullying lesson was delivered to all staff and pupils including key messages around lived experience of LGBT young people and use of resources such as the Silence Helps Homophobia film
- ➔ Each class across the school signed a pledge saying they will not tolerate LGBT bullying
- ➔ House assemblies were presented outlining the LGBT Charter journey, everyone was kept up to date and informed throughout
- ➔ The LGBT History Month displays were strong, containing information about LGBT icons and role models
- ➔ All S2 pupils received a Health and Wellbeing session which was LGBT inclusive
- ➔ The school adopted a slogan designed to encourage pupils to be themselves and be proud of who they are – 'don't be afraid to show your true colours'
- ➔ The school set up an LGBT specific Twitter account
- ➔ There is clear referral guidance in place along with examples of how young people have been successfully referred
- ➔ The school incorporated their existing campaign around Ready, Respectful, Safe with LGBT equality work to provide a united and visible approach to the equality work of the school
- ➔ There is a great selection of LGBT titles available in the library

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Recommendations

- ➔ Take key messages around inclusion from end of LGBT History Month Assembly and incorporate into anti-bullying policy/flowchart
- ➔ Add a little bit more detail to website around LGBT identities, consider adding details of LGBT group to website – make sure this information is searchable on the site – you may wish to do this when you receive your LGBT Charter Bronze Mark which you'll be able to display on your website

Requirements

- ➔ Bullying flowchart – the East Lothian Anti-bullying policy is really strong we would like to see the flowchart used in school reflecting this. There needs to be more information on monitoring prejudice-based bullying, including Homophobic, Biphobic and Transphobic bullying. Best practice would be not to label pupils as 'bully' or 'victim' and not to out LGBT young people to their parents. We would strongly recommend that you check the Respect Me website and our 'Addressing Inclusion' guidelines for best practice. Add one page on what constitutes bullying.
- ➔ Recruitment policy – we're aware that you may not be able to change this; however, we ask that you raise the following points with the council:
 - 2.4 all 9 protected characteristics should be listed in relation to the Equality Act
 - Section 6.4 – protected characteristics are incorrect need to be listed fully
 - Section 12.4 only mentions Equality Act in relation to health – should also include information on other protected characteristics – questions shouldn't be asked that could lead to discrimination or harassment on the grounds of any characteristic, not just disability

Two Highlights

- ➔ Visibility in school is really strong, clear when walk in the front door how inclusive it is
- ➔ Campaign was far reaching and well thought out – investigating bullying, lessons around impact then getting pupils to sign pledge around not tolerating bullying

Exemplars

- ➔ Anti-bullying campaign – lesson plan and pledge

Decision

Decision: Passed with further evidence 16/12/19