



Kings Mill School & Residence

LGBTQ+ Policy

Approved by: Full Governing Body 18th June 2026

Last reviewed: May 2026

Next review: Summer 2028

Contents

Statement of intent	2
Legal framework	3
Roles and responsibilities	3
Appropriate measures	5
• Absence	5
• Prejudice-related bullying	6
• Terminology and language	6
• Use of toilets, changing rooms and general school environment	6
• School uniform and regulations	6
• School trips and overnight stays	7
• Changing names and gender on documents	7
• Changing schools	7
Prejudicial bullying	8
Communicating with stakeholders	9
Monitoring and review	9
 Appendices	
• Appendix A: Glossary of terms	10
• Appendix B: How to find information in the local area	11

Statement of Intent

All pupils at Kings Mill School and Residence are entitled to a full-time education that is free from discrimination and harassment, regardless of their sexual orientation or gender identity. The learning environment in which our pupils engage should be supportive, safe and welcoming to all pupils, regardless of their sexuality and gender. Equally, all staff are entitled to a safe and welcoming workplace in which they are not discriminated against or treated unfairly. The school will celebrate all staff and pupils regardless of their sexuality and gender.

This policy has been created with an aim to consistently reduce stigmatisation and improve the experiences of individuals who identify as lesbian, gay, bisexual, transgender, queer, or other protected identities (LGBTQ+).

The school is committed to valuing, respecting, celebrating and understanding individuals' differing sexualities and gender identities, as well as providing continuous support.

This policy aims to:

- Create and foster a learning environment that is free from harassment and discrimination, regardless of sex, gender identity, sexual orientation or gender expression.
- Promote healthy communication between staff, pupils and parents to support the successful education, development and wellbeing of all pupils, and the inclusion and wellbeing of all staff.
- Adhere to relevant statutory legislation concerning bullying, harassment and discrimination.

All staff, parents and pupils will work together to eradicate any instances of discrimination, harassment or bullying, including any that relates to a person's sexuality or gender identity, in our school.

The school is dedicated to providing appropriate tailored measures of support for any LGBTQ+ individual who should require it.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2011
- DfE 'Gender separation in mixed schools'

This policy operates in conjunction with the following school policies:

- Equality policy
- Equality in employment policy and guidelines
- Countering Bullying Policy
- Behaviour Policy
- Attendance Policy
- Attendance at Work Policy
- Complaints Procedures Policy
- Grievance Policy
- Disciplinary Policy and Procedure
- School Uniform Policy
- Staff Code of Conduct

Roles and responsibilities

All members of the school community will be responsible for:

- Respecting all individuals' right to express their identity.
- Respecting all individuals' right to privacy and not disclosing a person's LGBTQ+ identity to any pupils, staff, parents or third parties without their permission.

The governing board will be responsible for:

- Evaluating and reviewing the success of support available to LGBTQ+ individuals.
- Evaluating and reviewing this policy, and ensuring it is non-discriminatory on an biennial basis.
- Ensuring that other school policies, e.g. the School Uniform Policy, are non-discriminatory.
- Ensure all staff are aware of, and comply with, current legislation and government recommendations.

The headteacher will be responsible for:

- Discussing the support in place for LGBTQ+ pupils and staff, and how successful it has been, with the governing board.

- Where appropriate, gaining feedback from LGBTQ+ pupils and their parents on the support in place and feeding this information back to the governing board. Meetings will only be organised with the consent of the pupil.
- Gaining feedback from LGBTQ+ staff on the support in place and feeding this information back to the governing board.
- Making any necessary and appropriate changes to the support available to ensure the happiness and development of the individual.
- Ensuring all staff are aware of their responsibilities and well-informed about LGBTQ+ issues.
- Provide support for teachers incorporating LGBTQ+ matters into the curriculum.
- Reviewing and amending this policy, considering new legislation, new and updated government guidance, and previously reported incidents to improve procedures.
- Keeping a record of any reported incidents and working to put measures in place that prevent these reoccurring.
- Ensuring that amendments are made to the management information system (MIS) to reflect the names individuals use.
- Ensuring that staff and pupils know and use the correct names and pronouns for all individuals.
- Adopting secure controls on sensitive personal data, ensuring all data is accurate, secure, and is processed fairly and lawfully.
- Developing a response for when an LGBTQ+ individual comes out, is outed, or experiences bullying.
- Ensuring that appropriate counselling is made available for LGBTQ+ individuals who require immediate interventions, parental assistance (where appropriate) and/or personal counselling.
- Develop appropriate strategies for communication between parents, staff and pupils about any issues related to gender identity, gender expression and sexual orientation.

All staff will be responsible for:

- Being alert to possible harassment of LGBTQ+ pupils and staff, both inside and outside of the school, and dealing with incidents of harassment and discrimination as the highest priority.
- Ensuring they meet the unique needs of LGBTQ+ pupils and colleagues and assessing any measures put in place on a case-by-case basis.
- Conducting themselves in a way to ensure LGBTQ+ individuals feel safe, celebrated and comfortable at school, e.g. ensuring they use the correct pronouns.
- Teaching pupils about diversity and difference and explaining the importance of respecting and understanding of others.
- Logging incidents and concerns using online CPOMS platform.

The DSL will be responsible for:

- Ensuring staff understand how to react to instances of prejudice-related bullying.
- Monitoring and following up incidents and concerns logged on the CPOMS platform.
- Reviewing the relevant school policies and procedures to ensure they cater for the individual needs of LGBTQ+ people, e.g. policies regarding the use of changing rooms and toilets.

- Conducting meetings with LGBTQ+ pupils if and when the pupils feel necessary, to ensure they feel safe and happy at school.
- Being a supportive and informative professional for LGBTQ+ pupils' families, to help them understand and support the pupils in question.

The mental health lead will be responsible for:

- Conducting meetings with LGBTQ+ individuals as needed to ensure they feel safe and happy at school.
- Providing LGBTQ+ individuals with information and guidance on where they can seek specialist advice and support.
- Ensuring all staff understand the mental health difficulties that LGBTQ+ individuals may face.
- Liaising with staff and the headteacher to establish support mechanisms to help LGBTQ+ individuals during day-to-day school life.

Community School Nurse will be responsible for:

- Incorporating and monitoring support for LGBTQ+ individuals in conjunction with the headteacher.
- Being available to offer support to any LGBTQ+ individuals who require it.
- Holding one-to-one meetings with LGBTQ+ individuals who request it.

Pupils will be encouraged and reminded to:

- Treat their peers and school staff with respect.
- Report any hurtful incidents to a responsible adult.
- Develop an understanding and positive attitude to difference.
- Follow the school's 'I Care Rules' which are: -
 - We listen to each other
 - Hands are for helping NOT hurting
 - We use caring words and actions
 - We care about each other's feelings
 - We are responsible for what we say and do
 - We take turns

Appropriate measures

Absence

In line with the school's Attendance and Absence Policy and Staff Attendance and Absence Policy, the school will make reasonable adjustments to accommodate absence requests for support and/or treatment of LGBTQ+ individuals by external sources, e.g. medical treatment for trans individuals.

Absences will be recorded accurately and sensitively to protect the individual's privacy.

Prejudice-related bullying

Any incidents that occur will be reported to the headteacher and recorded in line with the Countering bullying policy for pupils or the Grievance Policy for staff.

- Those managing prejudice-related incidents will also have due regard for the school's Equality Policy and Equality in employment policy and guidelines for staff.

Teaching related to gender identity, sexuality and the LGBTQ+ community will be incorporated into PSHE lessons and age-appropriate RSHE lessons to help promote an accepting, understanding attitude and prevent prejudice-related incidents. Teaching related to LGBTQ+ matters will also be included elsewhere in the curriculum where possible, to ensure a whole-school approach.

The school will ensure resources are available regarding LGBTQ+ matters, sexual orientation and gender identity that are relevant and appropriate for pupils of different ages.

Terminology and language

Pupils will be educated on the appropriate language to use when referring to LGBTQ+ people and matters. Staff will be trained on the appropriate language to use when referring to LGBTQ+ people and matters. In both cases, instances of inappropriate language use will not be tolerated.

Pupils and staff will be encouraged to be sensitive if enquiring about an individuals' sexuality, gender identity, or any related matters, e.g. pronouns, and urged to only do so where appropriate.

Use of toilets, changing rooms and general school environment

The school will ensure that trans individuals are able to access the toilet and changing facilities that correspond with their gender identity.

The school will ensure that there are unisex toilets and changing facilities available on-site that are accessible for all members of the school should they wish to use them.

Any pupil who faces discomfort using a shared changing space will be provided with a safe and non-stigmatised alternative, e.g. a separate changing schedule or area.

School uniform and regulations

All pupils have the right to dress in accordance with their gender identity and expression within the constraints of the school's School Uniform Policy. This applies to all elements of school uniform, including PE kits.

Should a trans pupil be required to participate in a swimming activity, sensitive consideration will be given to swimwear options, which will be discussed appropriately with the pupil beforehand.

In accordance with the Staff Code of Conduct, members of staff will be encouraged to wear professional clothing that they are comfortable in – no gendered uniform policy will be implemented for staff.

School trips and overnight stays

The school will prepare relevant risk assessments prior to any trip. Any additional risks related to LGBTQ+ individuals will be discussed with the individual, headteacher and school counsellor to establish any necessary measures or adjustments to accommodate for their needs. For LGBTQ+ pupils, parents will also be invited to join discussions if appropriate.

LGBTQ+ staff can discuss any concerns with their line manager, if they wish to do so.

The school will assess the toilets and washing facilities available on a case-by-case basis to accommodate for trans pupils' needs.

The school will ensure that any kit lists are gender neutral.

The following steps will be taken prior to residential trips:

- The school will consider any additional general hygiene needs of trans pupils, including washing and reusing binders.
- Sleeping arrangements will be established by trans pupils, the headteacher and the school counsellor. Where possible, the school will ensure trans pupils are able to sleep in rooms appropriate to their gender identity. In the event where pupils may not feel comfortable doing this, the school will provide alternative sleeping and living arrangements.

Changing names and gender on documents

The school cannot change the name or gender of an individual on any official documents, e.g. payslips or exam papers, until legal confirmation of the change has been provided to the school. Upon receipt of legal confirmation, e.g. a new passport, the school will change the name of a trans individual on official school documents.

On unofficial documents, e.g. registers, the school will use the names individuals wish to use.

Where appropriate, the headteacher and teacher will discuss with the trans individual if and how they would like to notify others about their name and gender.

At no point will any member of staff disclose information regarding an LGBTQ+ person's gender identity, gender expression or sexuality, unless instructed to do so by the individual, or in the interest of their safety.

Changing schools

The school will employ effective communication as required when an LGBTQ+ pupil is changing schools, e.g. to ensure the new school is informed of the pupil's correct gender if this is different from their legal documentation.

The school will ensure that the new school works closely with the LGBTQ+ pupil and their family to establish and implement their wishes around confidentiality and adjustments.

Prejudicial bullying

“Transphobia” refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived gender identity, i.e. trans individuals and non-trans individuals perceived to be non-cisgender. Any individual who is described as being transphobic may deliberately and directly harass or disrespect someone who is trans, e.g. by purposely using the incorrect pronouns.

Transphobia can be carried out by intentionally misgendering someone. The term **“misgender”** describes the act of addressing or referring to a person in a way that does not correctly reflect their gender, e.g. by using the incorrect name, pronouns, gender label, or gendered term.

“Homophobia” refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived sexual orientation, i.e. gay individuals and non-gay individuals perceived to be non-heterosexual. Any individual who is described as being homophobic may deliberately and directly harass or disrespect someone who is gay, e.g. by using slurs.

“Biphobia” refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived sexual orientation, i.e. bisexual individuals and non-bisexual individuals perceived to be bisexual. Any individual who is described as being biphobic may directly and deliberately harass someone who is bisexual, e.g. by suggesting bisexuality is “a phase”.

The school will not tolerate prejudice-related bullying of any description. Transphobic, homophobic and biphobic incidents are often emotionally harmful and must be dealt with as seriously as other bullying incidents. All transphobic, homophobic, and biphobic incidents should be tackled in a way that centres on supporting the victim and managing any future incidents of anti-LGBTQ+ behaviour.

Bullying someone based on their perceived or actual identity, gender, sexuality or behaviour is discriminatory and will be handled in accordance with the school’s Countering Bullying Policy and Behaviour Policy for pupils, or the school’s Grievance Policy and Disciplinary Policy and Procedure for staff.

The school recognises that those who are victims of bullying related to LGBTQ+ prejudice may not identify as LGBTQ+.

Any occurrence of prejudice-related bullying will be reported to a member of staff, who will raise a concern with the headteacher. This will be done in line with the school’s Grievance Policy if the incident involved a member of staff.

The headteacher will decide whether it is appropriate to notify the police or anti-social behaviour coordinator in the LA of the incident and the school’s response.

Pupils and staff will be informed that prejudicial language will not be tolerated inside or outside of the school.

The school will ensure that there are private spaces available within the school for individuals to discuss concerns, if they feel that they are, or someone else is, being bullied because of their gender, gender expression, gender identity or sexual orientation.

Should an incident occur, the perpetrator will be informed that this behaviour will not be tolerated, and will be encouraged to reflect on the way their behaviour affects others. Pupils

will be reprimanded in accordance with the Behaviour Policy. Staff will be reprimanded in accordance with the Disciplinary Policy and Procedure.

If a pupil persists with prejudicial bullying in a classroom, the classroom teacher will remove the pupil and discuss the behaviour in further detail with the headteacher, who will decide which sanctions are necessary. This may include inviting pupils' parents to discuss the matter.

The headteacher will hold a meeting with the victim to discuss any support they feel appropriate. If necessary, external support will be sought. The headteacher will ask if the victim would like any support to be involved, e.g. a pupil's parents. Sensitivity will be given to whether the victim has disclosed their LGBTQ+ status.

All incidents will be formally recorded on CPOMS platform, and kept in accordance with the Data Protection Policy and Records Management Policy.

Communicating with stakeholders

The school will regularly communicate any changes to policies and procedures to the school's stakeholders, e.g. parents and staff, to ensure that they are fully aware of the systems in place to support LGBTQ+ individuals and prevent prejudicial bullying. The school will ensure that parents are aware of, and know how to identify, the signs of bullying, and understand their responsibility to stop their child bullying others, should this occur.

Parents will be informed of the procedure to follow if they wish to raise a concern with the school, as well as the procedures for issuing complaints, in line with the school's Complaints Procedures Policy.

The school will endeavour to ensure that all parents feel actively involved in school life through regular school-to-home communication and participation in decision-making.

The school will ensure parents are aware of how they can seek additional support and information if their child is LGBTQ+.

Where appropriate, staff will be consulted on the planning of the curriculum, events and trips to ensure they are LGBTQ+ inclusive.

Monitoring and review

This policy will be reviewed on a biennial basis by the headteacher and governing body. The next scheduled review date for this policy is Summer 2028.

When reviewing this policy, the headteacher will consider any incidents and the effectiveness of the procedures currently in place, as well as any recent government or societal changes.

Any changes made to this policy will be communicated to all members of staff, pupils, parents, and relevant stakeholders.

Glossary of terms

Appendix A

Lesbian	Used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves, and is usually used to describe a woman who is attracted to women
Gay	Used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves, and can be used to describe a man who is attracted to men or a woman who is attracted to women.
Homosexual	Used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves. This term is usually only used in formal contexts. Please note that using the term 'homosexual' can be considered offensive due to its social and historical connotations. The term 'gay' is now more generally used.
Bisexual	Used to describe a person who is romantically, sexually, and/or emotionally attracted to people of more than one sex or gender.
Trans	Used to describe several identities within the gender identity spectrum other than cisgender men and cisgender women. 'Trans' is often used as an umbrella term referring to transgender people, including trans men and trans women, non-binary people, and other non-cisgender identities
Transgender	Used to describe a person whose gender identity is different from the sex they were assigned at birth.
Transgender man	A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man or FTM, an abbreviation for female-to-male
Transgender woman	A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman or MTF, abbreviation for male-to-female.
Non-binary	An umbrella term for a person who does not identify as male or female
Queer	Used as an umbrella term to describe several sexual and gender identities that are not heterosexual or cisgender. The term 'queer' can also be used derogatorily, additional sensitivity may be required when using this term.
LGBTQ+	The acronym for lesbian, gay, bisexual, trans, queer and questioning. Some of the identities represented by the plus include; • Asexual – a term used to describe a person who does not experience sexual attraction or has low interest in sexual activity. • Pansexual – a term used to describe a person who is romantically, sexually, and/or emotionally attracted to people regardless of sex or gender. • Intersex – a term used to describe a person born with variation in sex characteristics such as chromosomes, hormones, or genitalia that do not fit the definitions of 'male' or 'female'.

Questioning	The process of exploring your own sexual orientation and/or gender identity
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.
Gender dysphoria	Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.
Transition	Refers to the process during which a person Transitions from the sex they were assigned at birth to the gender with which they identify. This process may involve any of the following actions: • Living as their gender openly • Using a name different from their birth name • Using pronouns different from those associated with the sex they were assigned at birth. • Wearing clothes consistent with their gender • Undergoing medical treatment or procedures, e.g. hormone therapy
Gender reassignment	Is another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010.

How to find information in your local area:

www.stonewall.org.uk

LGBT+ Switchboard Helpline 0800 0119 100
LGBT Foundation Helpline 0345 330 3030

www.childline.org.uk

Confidential helpline 0800 1111

LOOK group (Loving Our Out Kids) parental support group

Lesbian, gay and bisexual young people or those questioning their sexuality can often face difficulties such as bullying. Lollipop is a local young (13-19) persons' LGBTQ++ support group which meets every other Wednesday in Beverley town centre.

Lollipop Helpline – 01482 392200 (9am-5pm, Monday–Friday)
email: lollipop@eastriding.gov.uk.