

# LGBT+ Inclusion Policy

## Overview

Irvine Royal Academy is committed to creating an inclusive, safe, and supportive environment for all young people, staff, and families. This is regardless of sexual orientation, gender identity, or gender expression. This policy ensures compliance with the Equality Act 2010, the Education (Scotland) Act 2016, and reflects our school's values of ambition, respect and responsibility.

We recognise that LGBT+ young people may face additional challenges and are committed to eliminating discrimination, advancing equality of opportunity, and fostering good relations within our school community.

## Legal Framework

This policy is underpinned by:

- The Equality Act 2010 (protected characteristics: sexual orientation and gender reassignment)
- Education (Scotland) Act 2016 (inclusive education provisions)
- UN Convention on the Rights of the Child
- Getting it Right for Every Child (GIRFEC)
- Time for Inclusive Education (TIE) Campaign recommendations

## Definitions

**LGBT+:** Lesbian, Gay, Bisexual, Transgender, and other sexual and gender minorities.

**Sexual Orientation:** A person's romantic and/or sexual attraction to others.

**Gender Identity:** A person's internal sense of their own gender.

**Gender Expression:** How a person expresses their gender through clothing, behaviour, voice, or other characteristics.

**Transgender:** An umbrella term for people whose gender identity differs from the sex assigned at birth.

**Non-binary:** Gender identities that don't fit exclusively into male or female categories.

## Our Inclusive Environment

### Curriculum Integration

- LGBT+ topics and contributions are included naturally across subjects, where relevant.
- Personal and Social Education (PSE) includes age-appropriate content about diverse families, relationships, and identities.
- LGBT+ books are readily available from our school library.
- Religious Education explores diverse perspectives in a respectful manner.

### **Language and Communication**

- All staff model inclusive language and challenge discriminatory language.
- Forms and communications use inclusive language (e.g., "parents/carers" rather than "mother and father"; "son/daughter" has been replaced with "young person").
- Homophobic, biphobic, and transphobic language is addressed promptly and consistently.
- Staff receive training on appropriate terminology and respectful communication and our Professional Learning Padlet provides support for staff.

### **Supporting LGBT+; Transgender & Non-Binary Pupils**

Staff support each young person on an individual basis ensuring their wellbeing is central to decision-making, supports and interventions.

#### **Universal Support**

- All young people are treated with dignity and respect regardless of sexual orientation or gender identity.
- Confidentiality is maintained when young people disclose LGBT+ identity, with appropriate safeguarding considerations in place.
- Pastoral support is available through PT Guidance and the Integrated Support Team.
- Our Key Adult initiative ensures all young people have at least one adult they feel comfortable discussion concerns with.
- Our Uniform offering has been refreshed to include appropriate support for gender expression.
- Names and pronouns are respected according to a young person's preference, where possible.

#### **Enhanced Support**

- LGBT+ awareness is promoted through assemblies and PSE.
- The Irvine Royal Academy PRIDE group runs to provide peer-to-peer support and to promote inclusion within our school.
- Overnight trips include appropriate arrangements for transgender young people.