



Schools Out project

Schools Out was a pilot project funded by Awards for All to raise awareness in schools across Lancashire about the issues children, young people (who identify as Lesbian, Gay, Bisexual or Transgender or who are questioning their identity) and their families face. The project employed a sessional/project worker to go into schools across the county to support them in creating positive strategies to tackle homophobia and transphobia.

The project worker introduced himself to schools through Lancashire County Council's Equality Group whose members are from schools doing work around equalities. He also approached Teaching schools¹ as well as other schools who had contacted Lancashire LGBT in the past.

8 training sessions were delivered to 6 schools for 169 staff and 440 pupils (in 2 schools training was delivered to both staff and pupils). The training for pupils was delivered with an additional sessional worker.

This training for staff looked at changes in legislation, terminology and ways of integrating LGBT issues into the school curriculum. It also provided an opportunity for staff to look at the resources available for curriculum development and supporting young LGBT people and their families. The training also looked at ways of developing policies and procedures around challenging homophobic and transphobic bullying.

The training for pupils involved exercises looking at positive and negative names used about LGB&T people, a continuum exercise looking at LGB&T issues and where pupils placed themselves and why, video clips about standing up to homophobic and transphobic bullying and a discussion. There was also a discussion about LGBT History and famous LGB&T people, a question and answer session about LGBT issues and a look at resources relevant to young LGB&T people.

¹ Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.

The project worker also met with some governing bodies to talk about their role and responsibilities in terms of developing work and addressing any concerns they may have. In a number of schools parents were invited to meet with the project worker to learn more about the work of the project and ask questions. The Project worker also met with the Deputy Leader of Lancashire County Council and the Executive members with responsibility for Schools to inform them about the work of the project and the need for schools to be more proactive around these issues.

TRAINING OUTCOMES

Pupils

Name of school	Local Authority area	Number trained	Knowledge increased*	Better awareness of needs of LGBT people	More confident to support /work with LGB&T people	Understand how to combat homo/transphobia
St Christopher's CE High	Hyndburn	210	71%	88%	73%	69%
Lytham St Annes High	Fylde	220	66%	95%	85%	83%
Pendle vale secondary	Pendle	10 (informal discussion with LGBT group)				

Staff

Name of school	Local Authority area	Number trained	Knowledge increased*	Better awareness of needs of LGBT people	More confident to support /work with LGB&T people	Understand how to combat homo/transphobia
St Christopher's CE High	Hyndburn	26	100%	N/A	N/A	N/A
Salterforth Primary	Pendle	14	79%	100%	93%	93%
Brookfield Special School	Wyre	14	29%	93%	100%	86%
Helmshore Primary Rawtenstall	Rosendale	15	73%	100%	100%	93%
Lytham st Annes	Fylde	100 (no evaluation)				

***This depends on the level of knowledge before the training**

Key learning

It is wrong to assume that pockets of excellence are only in city centres	There were pockets of excellence in the least expected geographic areas, for example rural schools in East Lancashire. In one rural primary school the whole school spent part of a week looking at LGBT issues and then presented the work they had done at an assembly to which all the parents were invited.
It is wrong to assume that schools designated as 'Hard to Reach' ² will not want to engage with a LGBT schools project	Four out of six of the schools who worked with the project were designated 'Hard to Reach'. ³
Staff training leaves a longer legacy in the school	Staff feedback stated that the training gave them more confidence to develop age appropriate materials for use in the classroom as well as how to support young LGBT people and their families. This has empowered them to continue to deliver the work of the project after the training.
Pupil training does not leave a long legacy in the school	Training pupils is labour intensive and would need to be done over continuous years.
It is wrong to assume that school governors are difficult to engage with and do not want to be involved	Governors were supportive of the pilot and felt that it was valuable to have the support and expertise of Lancashire LGBT and the Schools Out project.
It is wrong to assume that religious schools will not want to be engaged with a LGBT schools project	One Church of England school was involved and a primary in Deepdale, Preston, with mainly Muslim pupils has invited the project worker to deliver staff training.

Lead into future work

The project has helped to establish Lancashire LGBT as the 'go to' organisation for schools	One school has contacted us for further help with a trans pupil. Other schools are still contacting the project worker for training
The project worker is now delivering a new project developing the Lancashire LGBT schools Quality Mark	Outputs <ul style="list-style-type: none"> • Contribute to the criteria for a specific LGBT Quality Mark/self-assessment process for schools • Identify and work with at least 10 schools to develop the quality of their work around LGBT

² We know from the Stonewall Schools Champion project that we are involved in, that the Department for Education and the Government Equality Office, have designated schools that 1) are in a rural area 2) are Faith schools 3) have more than 50% BME pupils or 4) more than 50% of pupils have free school meals, as 'Hard to Reach'.

³ See above

	<p>issues using the Quality Mark process</p> <ul style="list-style-type: none">• Liaise with public authority decision makers (including Ofsted) to raise the profile of the Quality Mark and explore its inclusion in delivery standards
<p>The project complements the other 2 strands of school work that Lancashire LGBT is involved with</p>	<ul style="list-style-type: none">• Stonewall Accredited training on combating homophobic and transphobic bullying• Support for schools with pupils who are trans or questioning their gender identity