

Foundations for Local Authority Education Departments



	Foundations	BRONZE	SILVER	GOLD
1. SIGN-UP				
Champion identified	●	●	●	●
Sign-up and baseline survey completed	●	●	●	●
2. CHAMPION				
Champion group identified	●	●	●	●
Quarterly champion group meetings held to discuss progress and actions	●	●	●	●
Action plan developed shortly after receiving LGBT awareness training	●	●	●	●
3. TRAINING				
All champions must receive LGBT awareness training from LGBT Youth Scotland	Minimum of 3.5 hours	Minimum of 3.5 hours	Minimum of 1 day	Minimum of 1 day
Staff must receive LGBT awareness training from LGBT Youth Scotland (min 3.5 hours)	Senior/Operational Management Team or similar	20% of all staff	40% of staff (to include principal teacher/DHT/HT)	70% of staff (to include principal teacher/DHT/HT)
Staff to receive briefing, sharing key lessons learned from LGBT awareness training	70% of all staff	70% of all staff	80% of all staff	90% of all staff
All champions plus key identified staff receive a minimum of 3.5 hours additional transgender awareness training from LGBT Youth Scotland				●
School to offer LGBT awareness briefing to parents and carers				●
4. POLICY				
All policies must meet the standards set out in the Equality Act (2010)	●	●	●	●
Anti-bullying policies must provide information on homophobic, biphobic and transphobic bullying or gender-based bullying and be guided by <i>A National Approach to Anti-Bullying for Scotland's Children and Young People</i>	●	●	●	●
All relevant policies should consider LGBT people and make specific reference where necessary	●		●	●
Undertake an impact assessment of your policies and procedures specifically in relation to LGBT people		●	●	●
Involve young people in the development, review and improvement stages of policy			●	●
A minimum of 1 targeted LGBT policy is developed				●
5. PRACTICE				
Undertake at least 1 activity or campaign with young people on their right to experience an education free from prejudice and discrimination	●	●	●	●
Undertake at least 1 youth-led intervention programme with young people (i.e. peer education, youth advisory or LGBT allies groups).			●	●
Undertake at least 1 activity which specifically addresses the needs of transgender young people				●
Undertake activities/mark commemorative days/weeks/months relevant to LGBT people (LGBT History Month, Coming Out Day, Anti-Bullying Week, Trans Day of Remembrance, IDAHO – International Day Against Homophobia and Transphobia)	●	●	●	●
Provide evidence of LGBT safe spaces being considered within your school (changing rooms/gender neutral toilets/gender neutral PE classes)				●
Provide evidence of LGBT inclusion across different areas of the curriculum			●	●
Make links and contacts with your nearest or most relevant LGBT organisations	●	●	●	●
Provide evidence of referral mechanisms or signposting to any relevant LGBT organisations		●	●	●
Address IT issues which prevent young people from accessing LGBT related websites, including LGBT Youth Scotland	●			
6. PROMOTIONAL MATERIALS AND RESOURCES				
Website includes links to LGBT Youth Scotland and other relevant LGBT organisations (if online)	●	●	●	●
Posters and marketing materials for LGBT Youth Scotland and other relevant LGBT organisations made available (for staff and pupils)	●	●	●	●
LGBT Charter of Rights is visibly displayed in your school/headquarters and on-line if possible	●	●	●	●
Staff and pupils are made aware of your charter journey	●	●	●	●
Share your learning from your Charter journey with LGBT Youth Scotland or other local schools			●	●
Ensure your own resources are LGBT inclusive or develop your own				●
Provide evidence of LGBT inclusive books in your school library			●	●
7. MONITORING AND EVALUATION				
Develop a framework which supports safe, confidential and appropriate monitoring of sexual orientation and gender identity for staff	●			
At least 1 school in your local area must be signed up to undertake the bronze charter award prior to the point of charter evidence submission	●			
Undertake equality and diversity workforce monitoring which is safe, confidential and appropriate	●		●	●
Undertake anonymous pupil surveys to capture experiences of bullying and prejudice, including specifically asking about sexual orientation, gender identity (secondary schools) and gender-based bullying (primary schools)	●			●
Undertake a staff & pupil consultation assessing needs of LGBT young people/families in your school	●	●	●	●
Identify improvements and next steps in your Charter journey	●	●	●	●