



# SCHOOL'S OUT

Meeting: LGBTI+ inclusive school  
policy (EN)

## ISCP: step 5 – Guided meeting: LGBTI+ inclusive school policy

### Objectives

- ☁ The school reviews the policies that the school uses and how inclusive it is.
- ☁ The organisation provides support and information on how to make the school policy documents gender inclusive.

### Duration

2,5 – 3 hours

**Note:** this script aims to start a discussion and to have the school reflect on their current school policy. It should be kept in mind however, that change is a process, and thus takes time. After the first interactive meeting, it is recommended to organize a follow-up meeting. This check-in can be used to see how the implementation is going and whether additional guidance is needed.

### Requested attendees and supplies

#### *School*

- ☁ Project team  
To create a policy that has the support of the entire school, it is essential that a new policy is written by the project team that has been part of the program from the start. Of course, team members can be added to the project team if preferred or considered necessary. It is necessary that this temporary project team has a mandate from the director of the school.

Trans, non-binary, gender diverse and intersex members of the school should not be forced to participate, as this could put them on the spot if there is a hostile climate. If they want to participate anonymously, the school should put mechanisms in place to make this possible

#### *LGBTI-rights organisation*

- ☁ Moderator
- ☁ Minute taker

#### *Materials*

- ☁ Meeting room
- ☁ Pens
- ☁ Sticky notes
- ☁ Markers
- ☁ Flip chart + sheets of paper



- ☁ Optional: beamer, laptop, internet, projection screen

## Preparation

Ask the participants to collect the policy documents that may contain possible points of reference.

Ask the participants to go through the following documents:

- ☁ The rulebook of the school
- ☁ Anti-bullying policy (if there is one)
- ☁ Text on the vision of the school (pedagogical vision)
- ☁ ...

## SCRIPT

### Introductions + explanation (10 minutes)

- ☁ Name, job and pronouns.
- ☁ Discuss the purpose of the meeting and the items on the agenda.

**Note:** The needs of trans and intersex students will differ. It should be kept in mind that unlike being trans, intersex is a form of bodily diversity, rather than a sexual orientation or gender identity. Intersex people typically discover their intersex variation when told by their parents or doctor. This is a different experience to the LGBT (lesbian, gay, bisexual, trans) concept of 'coming out' to family and friends. Most intersex people identify as either a woman or man, while some may identify as neither exclusively



a woman nor exclusively a man. This means that gender identity and gender expression issues that students face in schools still apply to intersex students.

### Exercise 1. Brainstorm: What are our hopes and fears? (20 minutes)

#### Description:

This exercise gauges the expectations and possible stumbling blocks that people think they will encounter. By mapping these together, the project team can examine whether their expectations are realistic and whether stumbling blocks can be avoided. The expectations can also be converted into goals that project team wishes to achieve at the end of the meeting.

#### Explanation:

Write the words hopes & fears on a flip chart. Get the participants to think about:

1. What they hope to get out of this meeting
2. What obstacles they might encounter during this meeting

Give the participants time to write their hopes and fears on the flip chart. Go through and (if necessary) group the hopes and fears that match. Go through them together with the participants and keep the following questions in mind:

- ☁ Are the hopes realistic?
- ☁ How can we make sure as the project team that the fears don't come true?
- ☁ What adjustments, if any, are needed to ensure that most expectations can be met?
- ☁ Can we formulate objectives from our hopes? If so, which?

The sheet with hopes and fears can be used during the meeting and can be referred to if necessary.

### Exercise 2. Inventory: What do we already have at school? (30 minutes)

#### Description:

Policy documents can be found in every school. It may be the rulebook of the school, an anti-bullying policy, a vision text, et cetera. In many of these policy documents, links can be found with gender and LGBTI topics. By identifying these links, a school does not have to start from scratch.

#### Explanation:

Go through the different policy documents the project team read beforehand and ask the project team the following questions:

- ☁ Is there something in the rulebook of the school that can help us?
- ☁ Are equal educational opportunities mentioned?
- ☁ Is there anything in the policy documents about universal children's rights and/or human rights?
- ☁ What does the anti-bullying policy that can help us?



Once you have identified the starting points, you can look for "quick wins" together with the project team. In other words: where in the existing policy documents can we add gender and LGBTI issues by making minimal changes? For example: the rulebook of the school states that there is no place for discrimination within the school. This can be reformulated by adding a number of elements, such as: *"At our school is no place for discrimination, we do not exclude anyone on the basis of skin colour, ethnicity, culture, religion, sexual orientation, gender identity, socio-economic status or any other characteristic"*.

Decide who can integrate the quick wins into the current texts and how they can be communicated to the wider school team.

### Exercise 3. Changes: What should we still add? (45 minutes)

#### Description:

During this exercise, the aim is to identify the goals that were formulated during the hopes and fears exercise that have not yet been addressed in the quick wins. To do so, the project team first writes down their proposals individually and then prioritises them as a project team.

#### Explanation:

Go over the results of the previous exercise and look at the flip chart of the hopes and fears exercise together. Have any hopes been fulfilled yet? And what about our fears? Briefly review, if necessary.

Each participant gets a stack of sticky notes. The participants have 5 to 10 minutes to use the sticky notes to answer the following question: *"What school policies are needed to work on an LGBTI-safe and gender-conscious school environment?"*. The participants can add their answers to the flip chart when they are done.

The facilitator together with the project team will cluster the answers. Are there any proposals or suggestions that are reoccurring? If yes, group them together. As soon as the sticky notes are grouped together, the results can be discussed with the project team. Make sure to reflect on the questions *'How are we going to integrate these suggestions into the school policy?'* and *'Who can take charge?'*.

### Exercise 4: The future: what are the next steps? (45 minutes)

#### Description:

Several objectives have already been formulated in the earlier exercises. In exercise 2, quick wins were



identified and (if all went well) already formulated. During exercise 3, proposals were formulated that may require some more work and coordination. The purpose of this last exercise is to think about how the project team can work further and how the implementation can proceed.

The Knoster model can be a tool for identifying potential pitfalls when policy changes are integrated into the school. The facilitator can explain the Knoster model if necessary. If the participants have participated in the training 'How to work towards an LGBTI-friendly school environment', this can be done briefly.

#### Explanation:

Discuss the following questions with the project team:

- ☁ Do we already have sufficient in-house expertise to implement this policy? If not, where can we get this expertise and who can do it?
- ☁ What steps do we still need to take to finalise the formulated policy recommendations?
- ☁ How are we going to communicate the new policy to the school team and how can we take possible pitfalls into account?



## Appendix 1 - suggestions inclusive school policy

- Anti-bullying policy / guidelines with regard to hate speech
- Clear anti-discrimination policy
- Trainings for student guidance counsellors and teachers
- Projects about IDAHOT and other important days for the LGBTI-community
- Raise the rainbow flag
- Use (the correct) pronouns
- Remove gender on registration forms
- Use chosen names
- Don't use gendered salutations: 'madam'/'sir'/'father'/'mother'
- Gender inclusive language
- Don't have uniforms and/or a dress code
- LGBTI-related books in the school library
- Guidelines with regard to transitioning
- Toilets
- Representation in teaching materials
- Initiatives, such as GSA's, events, ambassadors
- Clear goals with regard to diversity and inclusion
- Vision
- Confidant, such a teacher or a student counsellor
- Support during a transition
- Attention to policy and procedures
  - Facilities
  - Recruiting
- Inclusive policy with regard to staff
  - Job ads & recruiting
  - Dress codes
  - (Intern) communication
  - Guidelines with regard to transitioning

