

KYLE ACADEMY - RRSA/LGBT ACTION PLANNING



ACTIONS	WHO	WHEN	DONE
Set up Steering Group (SG)	Steering Gp G Galloway/S Thomas (RRSA Leads) C Ferguson/K Macdonald (LGBT Leads) M Byrne/J Little (SLT Links) N Taylor (ASN Link) M Cooke (Guidance Link) N Smith K Clelland Links (tbc) D Wilson (WB Ambassadors Link) E Andersson (Holocaust Ed Link) L Rankin (Sustainability and YPI Link) N Baillie (Young Carers and Neurodiversity Awareness Gps Link)	IST 24 Oct 2022	√
Identify pupils to join SG S6 Leaders Pupil Council Wellbeing Ambassadors LGBT Gp Dyslexia/autism awareness gps Holocaust Ed Eco/Fairtrade		Nov 2022	√
Initial meeting with staff on SG	Outline of process and initial planning	Mon 24 Oct 2022	√
Initial meeting with pupils on SG		Fri 4 Nov 2022	√
Participate in staff training as appropriate	LGBT Training completed by: M Byrne C Ferguson K Macdonald RRSA Training completed by: G Galloway	Nov 2022 – 2 hrs online Dec 2022 – 1.5 hrs in person 2020?	√
Deliver RRSA staff questionnaires Deliver LGBT staff questionnaires	G Galloway/A Thomas C Ferguson	Nov 2022 Nov 2022	√
Deliver RRSA pupil questionnaires Deliver LGBT pupil questionnaires	Steering Group - pupils	Nov 2022	
Complete baseline evaluation RRSA Complete baseline evaluation LGBT	Steering Group - staff and pupils (break into two groups to do this using criteria for each award)		
Identify aspects for development across RRSA and LGBT Charter and small groups to take forward different tasks/projects	Steering Group – pupils and staff	Dec – Awareness raising assemblies (context of World Cup)	
Monitor progress of small group tasks/projects	Steering Group – pupils and staff – member of each group to report back at monthly meeting		
Raise awareness with staff about work of RRSA/LGBT Group	Steering Group - staff and pupils	December 2022	
Visibility around school	Steering Group - staff and pupils		



Rights Respecting School Award		LGBT Charter	
STRAND A: Teaching and Learning about Rights			
Young people: <ul style="list-style-type: none"> are familiar with a number of Articles of the UNCRC can talk about the rights they enjoy know rights are universal and unconditional and apply to all demonstrate awareness of where and why some children may not be able to access their rights 		<ul style="list-style-type: none"> Our curriculum provides information to pupils on issues that impact upon LGBT people. 	
<ul style="list-style-type: none"> Adults and the wider school community know about and understand the UNCRC and how it links to the rights of LGBT people. 			
STRAND B: Ethos and Relationships			
Young people’s rights are respected and they <ul style="list-style-type: none"> can explain how school helps them to enjoy a range of their rights can describe how they and others act to create a rights respecting environment. 		<ul style="list-style-type: none"> Our school has UNCRC charter that links to LGBT Our anti-bullying policy clearly considers LGBT people and makes specific reference to them 	

<ul style="list-style-type: none"> Relationships are positive and founded on dignity and a mutual respect for rights 		<ul style="list-style-type: none"> Staff model inclusive language when speaking to pupils about relationships, sexual orientation or gender identity. Staff actively challenge anti-LGBT attitudes and comments, including comments which may be viewed as 'jokes'. 	
<ul style="list-style-type: none"> Children and young people are safe and protected and know what to do if they need support. 		<ul style="list-style-type: none"> Our school promotes LGBT support services. Our school displays LGBT posters and information for pupils. We provide safe spaces for LGBT young people within our school (changing rooms/gender neutral toilets/gender neutral PE classes) 	
<ul style="list-style-type: none"> The school supports young people's health, social and emotional needs. 		<ul style="list-style-type: none"> Staff know where to refer LGBT people to. We try to meet the needs of trans young people in our school. Pupils can access age-appropriate LGBT related websites. 	
<p>Young people</p> <ul style="list-style-type: none"> feel included and valued as individuals. can describe how their actions and those of others contribute to this. 		<ul style="list-style-type: none"> Resources used in lessons are LGBT inclusive and feature LGBT identities and voices. Our website specifically outlines that our school welcomes, and is a safe place, for LGBT people. Our library contains a wide range of fiction and non-fiction titles which feature LGBT history, voices and/or identities. 	

<p>Young people:</p> <ul style="list-style-type: none"> ▪ speak positively of school and of their learning ▪ are involved in making decisions about their education. 		<ul style="list-style-type: none"> ▪ We consult with our LGBT community (pupils, parents, families) on their needs. 	
<p>STRAND C: Participation, Empowerment and Action</p>			
<p>Young people:</p> <ul style="list-style-type: none"> ▪ are asked for their views ▪ are involved in decisions about school life 		<ul style="list-style-type: none"> ▪ We consult with young people in when developing and reviewing school policies. 	
<ul style="list-style-type: none"> ▪ Many children and Young people are involved in a range of activities to promote children and young people’s rights locally and globally 		<ul style="list-style-type: none"> ▪ We have engaged, in a meaningful way, with a campaign to raise awareness of issues affecting LGBT young people, or involves a call for action to support LGBT young people. ▪ Our school/organisation marks key LGBT cultural events (eg. LGBT History Month, Pride, International Day against homophobia and transphobia.) 	