



LESBIAN, GAY, BISEXUAL, TRANS AND INTERSEX TEACHERS'
CONSULTATION CONFERENCE

***DEMANDING SAFE, HEALTHY WORKPLACES
FOR LGBTI TEACHERS***

CONFERENCE DECLARATION 2018

LGBTI Teachers' Consultation Conference

The NASUWT is committed to supporting and developing Lesbian, Gay, Bisexual, Trans and Intersex (LGBTI) teachers in schools and colleges and tackling discrimination and prejudice within the teaching profession.

LGBTI equality in schools and colleges is an absolute priority for the NASUWT. The Union's commitment to LGBTI rights is not just about creating better, safer and healthier working environments for LGBTI teachers, but also, as a consequence, better learning environments for all children and young people. This declaration sets out the concerns of the 2018 LGBTI Teachers' Consultation Conference.

PREAMBLE

1. This Conference declares that:
 - 1.1 raising standards in education for all children and young people requires diversity and inclusivity amongst the teaching profession;
 - 1.2 equality for LGBTI teachers requires recognition of their potential multiple identities including sex, ethnicity, religion or belief, gender identity, age, disability and sexual orientation; and
 - 1.3 school leaders need to act immediately and decisively to eradicate homophobic, biphobic and transphobic abuse (frequently disregarded as 'banter') from schools and colleges.
2. This Conference reflects the frustration of LGBTI teachers regarding discrimination, harassment and victimisation in schools and colleges and that:
 - 2.1 the deregulation of teachers' pay and working conditions is exacerbating levels of stress, ill-health and anxiety amongst LGBTI teachers; and
 - 2.2 employers repeatedly fail to address harassment and discrimination against LGBTI teachers.

CONCERNS

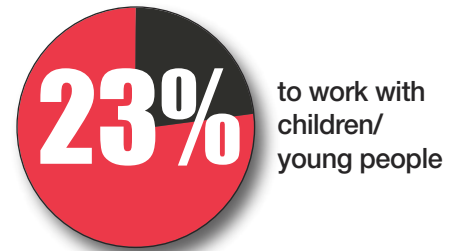
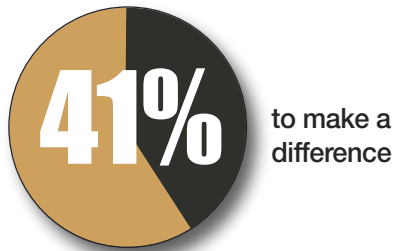
3. This Conference expresses the concerns of LGBTI teachers that:
 - 3.1 LGBTI issues are often marginalised in schools, with LGBTI teachers often seen as the 'experts' on LGBTI equality;
 - 3.2 homophobia, biphobia and transphobia are not challenged consistently in schools;
 - 3.3 covert and overt bullying and sidelining of LGBTI staff and pupils is an issue in many schools and colleges; and
 - 3.4 many teachers have still not received LGBTI-specific training in the workplace.

NEXT STEPS This Conference calls for urgent action to secure equality for LGBTI teachers in schools and colleges, including action to:

- challenge bullying, harassment and discrimination in schools and colleges;
- secure compulsory LGBTI equality training for all staff in schools and colleges;
- campaign for greater accountability of employers to ensure a safe working environment for LGBTI teachers; and
- campaign for greater accountability of employers to exercise their duty of care for the wellbeing of LGBTI teachers.

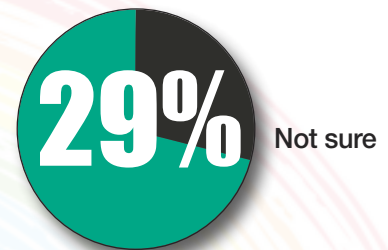
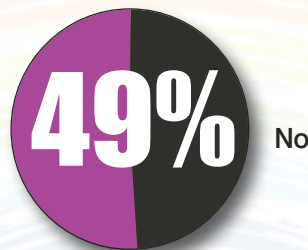
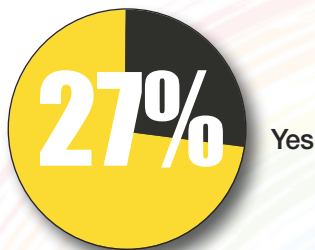
LGBTI Teachers 2018 Poll Summary

Why did you become a teacher?



“Originally it was to make a difference and work with young people. At the time it was also for job security... I thought that teachers were less likely to be made redundant. I was wrong!”

Would you recommend teaching to your family or friends?

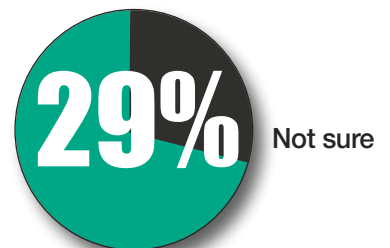
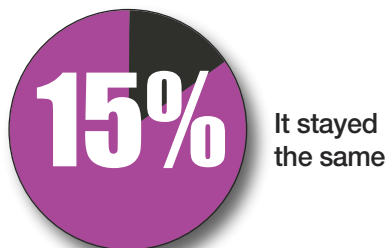
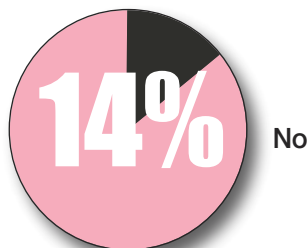
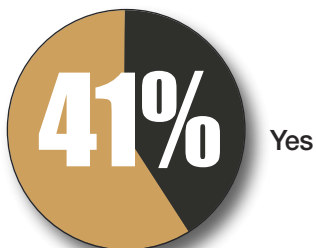


“We are the only ones who can make the change. We have power that policy makers can only dream of”

“I became a teacher because my mum was, but the hours then weren’t like now. My son said it is the hardest job in the world and he doesn’t have a mum”

“When I am with pupils and students, it is the best job in the world. When I am not, there is a shift in responsibility. Everything becomes the teacher’s fault”

The 2017 Stonewall School Report shows anti-LGBT bullying and language has decreased since 2012. Is this your experience?



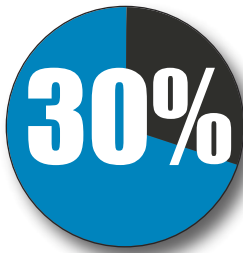
“I’m the only one who seems to be challenging the use of ‘it’s really gay’ in my school”

“I feel it has increased. It used to be that if people were thinking things, they wouldn’t say them out loud. Literally the day after Brexit vote they started exploding with comments”

“For me it has decreased as I am leading all the LGBT work at school. If they use homophobic language, I stop the whole class and discuss what it means”

“It would be really interesting to see if the response to this question would have been different if the word ‘banter’ had been in there somewhere...”

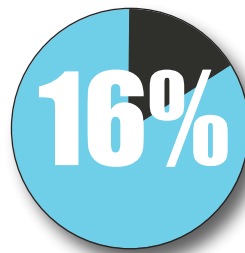
If you are 'out' at school, are you often considered to be the 'go to' person on issues related to LGBTI equality? If so, by whom?



Not 'out' at school



Senior leadership



Colleagues



Pupils



Parents



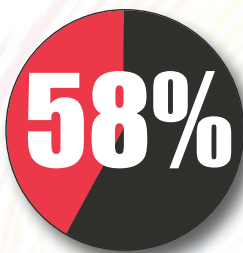
All of the above

"The whole school needs to be an equal place – not just that one teacher"

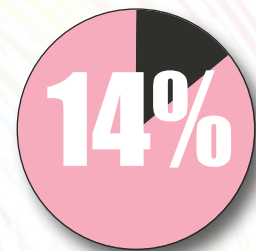
"When I challenged a 'so gay' comment, I was told 'teacher X says it'"

"Everyone should have the same, consistent message. This isn't just for the LGBT teacher to lead on it"

Have you experienced colleagues interacting with you based on stereotypical assumptions around your LGBTI identity?

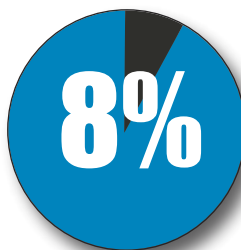


Yes

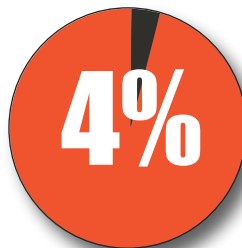


Not sure

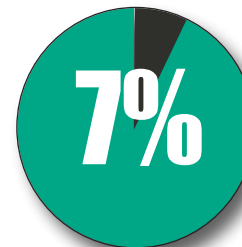
In the last 12 months, have you experienced discrimination, bullying, harassment or other victimisation because of your LGBTI identity?



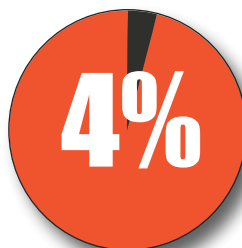
Yes, discrimination



Yes, bullying



Yes, other victimisation



Yes, harassment



Yes, combination of discrimination, bullying, harassment and victimisation