

LGBT+ Inclusion in Education award

LGBTQ+ Award Final Assessment Validation

Lawrence House School

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Competency		Statements as Assessed by the School
Leadership and Strategy	Embedding	Embedding
Governance	Embedding	Embedding
Professional Learning and Development	Embedding	Embedding
Curriculum	Embedding	Embedding
The Physical Environment	Embedding	Embedding
The Emotional Environment	Embedding	Embedding
Working in partnership with students	Embedding	Embedding
Working in partnership with parents	Embedding	Embedding

Lawrence House School has presented a very strong profile of evidence that demonstrates that they are Embedding across all eight competencies of the School LGBTQ+ Award. The school has used the framework and content of the Award to very good effect to develop their diversity and Inclusion strategies, structures, policies and practices from a strong starting point.

The LGBTQ+ Award (along with their previous work on the Navaro award) has given the school a framework that has helped staff to formulate their practice and to co-ordinate what they do. By focussing on the competencies of the award, the school has become more organised, the culture of inclusion is more embedded, and it has become something that is often discussed. The school has presented a good body of evidence across all the competencies and the team who have led the award speak with confidence about its impact. The evidence talks of equality and diversity as being a core part of the school's culture and part of their agenda.

Leadership of LGBTQ+ inclusion has become more strategic over the last few years and progress has still been made in spite of the challenges Covid-19 has presented. The award structure has provided direction and focus. General Inclusion is a major part of the school's values and the governing body have a sharp focus (and an individual responsible) around LGBTQ+ inclusion in education. Staff are trained in this area and adopt a 'ready not reactive' approach to LGBTQ+ inclusion. There are a few instances in the policy documents where 'preferred pronouns and names' are referred to – it is considered best practice to drop the word 'preferred' and simply say someone's pronouns – Lawrence House could consider revising the wording in the policies to reflect this. There is an instance in the reference to data collection that refers to Homophobic comments and 'transgender' comments - If following best practice this should be captured as LGBTphobia - this should be revised to capture this. The policy is currently termed: The Equality, diversity

and transgender policy – whilst it's important to cover specific points around the school's trans community, this should be blended into the policy in a more natural/authentic. Currently it stands out in a way that could feel tokenistic – so the best practice here is to have a general and overall E&D policy and then attach appendix around specific challenges with certain protected characteristics.

The physical environment is something that stands out as an example of how the school is committed to LGBT+ inclusion – from the wall displays to the gender-neutral toilets and uniform, there is a clear commitment to celebrating LGBTQ+ people and including them as a core part of school life. Furthermore, the team have been able to show a great alignment between the physical and emotional environment and are truly living the values that are also displayed on the walls in terms of the way LGBTQ+ young people are supported (student club, pride, student reps). The school award is a really inspiring way to celebrate inclusion and something that the school should continue alongside any external awards.

The use of the resources as part of introducing LGBTQ+ across the curriculum and beyond RSE is excellent – Lawrence House should be proud of the way it is usualising LGBTQ+ identities in this way. The focus is much more on celebrating LGBTQ+ identities rather than solely tackling discrimination – these are really positive steps and Lawrence house should continue to build upon these.

LGBTQ+ inclusion is definitely becoming more embedded throughout the school, the team (Led by Fay) have worked incredibly hard to ensure that there is a strategic approach to inclusion and this is evident in the palpably inclusive culture of the whole school. The team should be incredibly proud of their work in this area, they truly believe in LGBTQ+ inclusion and this is clear across the school.

The only suggestions for improvement based on my review would be that 1) The transgender content is more seamlessly embedded into a broader EDI policy (alongside sexual orientation, race etc) 2) That LGBTQ+ is the acronym that is used consistently across all documents and materials – there are also notes in the above paragraphs which signal some specific improvements across the competencies.

I have no hesitation in concurring with the self-assessment made by the school and recommending Lawrence House for consideration to be awarded the LGBTQ+ inclusion in Education Award at Bronze level and look forward to seeing the further work it will do to build on this current success. Well done!

Hannah Jepson