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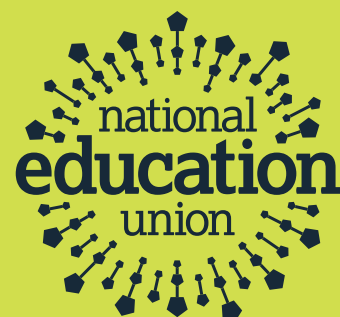
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**“Our curriculum
needs to be
relevant to all
young people”**

**Learning from LGBT+
staff across the
education sector**





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Authorship

This report details findings¹ from a survey conducted in July 2021 by the National Education Union (NEU) of their LGBT+² members. Dr Joseph Hall, University of Hertfordshire, created the survey and provided preliminary analysis of findings. This informed the development of this report commissioned by the National Education Union (NEU) in June 2022 and produced by Dr Luke Fletcher, Associate Professor at the University of Bath School of Management. Dr Fletcher analysed the data and produced the report in June/July 2022.

¹ Our findings represent a snapshot of LGBT+ working lives across our membership and is not intended to cover all potential systemic structural and cultural factors that may have influenced our LGBT+ staff over time.

² LGBT+ refers to lesbian, gay, bisexual, transgender, and other non-heterosexual/gender non-conforming identities.

Forewords

Making workplaces as inclusive as possible is widely agreed to be important, yet not always best understood or delivered upon for lesbian, gay, bisexual, and transgender (LGBT+) workers.

LGBT+ people face much higher levels of conflict, prejudice, and discrimination in the workplace. Subsequently, they often hide or conceal who they are at work in the fear of being mistreated. These aspects have long term negative effects on a person's health and wellbeing as well as performance and productivity, which ultimately may lead to them leaving the organisation or sector altogether.

Given the current challenges facing the sector whilst needing to maintain high quality, inclusive education, it is critical that we understand the experiences of LGBT+ staff in the education sector.

In this report, we detail the findings of a survey conducted by the NEU of their LGBT+ members. We shed light on the extent to which LGBT+ staff are open about themselves at work, feel psychologically safe and a sense of belonging at their school, and ultimately feel supported and enabled to thrive in their school environment. We also

provide insight into how LGBT+ inclusive curriculum content is embedded and taught within different school settings.

We reveal that whilst there are some shining examples of best practice across a range of schools, there are also many examples where LGBT+ staff have experienced being bullied at work, feel unsafe and unsupported at work, and feel unable to be who they want to be. Some schools also avoid or exclude LGBT+ inclusive content being taught, whilst others embrace LGBT+ inclusive teaching and embed it in a considered way so that all staff take responsibility.

I hope that the findings of this report enable LGBT+ staff to be heard and seen in their schools, and for schools to learn from others' best practice. But more than that, I hope the report instigates action and a change in mindset and approach across the whole education sector.

To make real progress, schools should try to collectively tackle the barriers and challenges raised in this report, rather than act individually and in isolation from each other. The NEU has a critical role to play in enabling these changes and actions to happen.

Dr Luke Fletcher
University of Bath, School of Management

One teacher in our report reminds us how much we can learn if we **“Listen to LGBT+ colleagues and take the lead from them and their experiences’.** They urge others to **‘Get involved and support developing an inclusive curriculum - don’t leave it all to LGBT+ staff’.**

Listening and using the expertise within this great profession is what we need. Using LGBT+ students to develop solutions appears once again as a vital element of the solution, particularly in secondary schools.

In this study, LGBT+ staff remind us about what is important and transformational- feeling safe, valued and respected in a workplace, having a voice and being able to see representation of LGBT+ staff and students and ensuring the curriculum is inclusive and representative. There were some differences across primary and secondary settings but a really strong sense that the SLT must be proactive in terms of setting the right climate and the value of visible LGBT+ role models among management teams, as well as the value of support from senior managers who are not LGBT+ themselves.

This survey reveals the large extent to which developing a curriculum which is inclusive, and challenging negative attitudes and bullying still sits on the shoulders of LGBT+ staff. It shouldn’t. It need to be owned as a collective professional responsibility. This has to change because every single student benefits from an education which challenges stereotypes, promotes equal rights and builds positive attitudes about LGBT+ people and their contribution to British society.

Mary Bousted
Joint general secretary, National Education Union
Autumn 2022

One teacher wrote **“I have gathered some LGBT+ student voice on this and the response is overwhelming. It has such a fantastic impact on students - they feel welcomed, safe and included”.**

We hope this report will give schools ideas and questions and promote self-evaluation and reflection. How do LGBT+ staff in your setting feel? How do LGBT+ students feel and how do you know? What needs to change?

The statistics around what is happening should also be an urgent call to action. A whole school approach to inclusion needs to cover the curriculum- all year round - and making sure negative attitudes and language is properly challenged, on an ongoing basis. This study reveals patterns of bullying, schools in which LGBT+ staff can’t be open about themselves, and a range of persistent barriers. Where staff aren’t able to be out, this is caused by an unsupportive environment (highest barrier) and/or by students’ attitudes and/or because of a fear of the impact on one’s career. Bisexual staff reported particular challenges and the experiences of gay and lesbian women were in some places different to their male peers. Trans and non-binary staff face harder challenges across the board, and feel less supported.

It is 2022. It is not acceptable that in some workplaces LGBT+ staff and LGBT+ students can’t be themselves. Please read this report, share with your colleagues and talk about it with them. Please join the members of the NEU who are creating a new climate for representation, respect and equal rights.

Executive summary

LGBT+ members of the NEU want to work in LGBT+ inclusive schools where LGBT+ rights and experiences are acknowledged and supported within the school and taught across the curriculum.

It is reassuring to see that some schools have audited their curriculum and proactively challenge stereotypes; and it shows in the positive experiences and reflections from many of our LGBT+ respondents.

However, there remains much work to be done given a significant proportion of LGBT+ staff report being bullied at work and not supported to be themselves in the school environment.

If the education sector does not promote LGBT+ inclusion, it is at risk of losing some of its best people.

In our report we show how senior leaders, managers, and colleagues themselves can implement more LGBT+ inclusive strategies, behaviours, and curriculum content. All staff members bear a professional responsibility to create a positive climate – to support LGBT+ students but also because this is good for all students.

By identifying and sharing good practice, we hope to inspire all schools to be LGBT+ inclusive and to contribute to LGBT+ equality.

In this Executive Summary, we bring together and synthesise the most important findings.

The summary is ordered accordingly as:

- i. **being out as LGBT+ at work;**
- ii. **feeling safe and supported at work;**
- iii. **LGBT+ voice and representation in school; and**
- iv. **LGBT+ inclusive curriculum content.**

Being out as LGBT+ at work

- Although 60% of respondents rated being 'out' at work as important or very important, only 9% were 'out' to most/all people at work and nearly half were not open at work. If respondents were 'out' to some degree, they were more likely to be 'out' to some colleagues, the SLT, and/or some students.
- Gay men were more likely to occupy management roles and be open about their identity to SLT and governors, whereas bisexual staff were more likely to be in support and early career teaching roles, and not be open about their identity to others at work (although they did not view being out as important as other LGBT+ identities).
- Trans/non-binary staff and gay/lesbian women were most likely to view being out as important, yet more likely to face multiple barriers that limit their ability to be out. Trans/non-binary staff in particular were more (negatively) impacted by this.

- The most common barriers that limited being open at work were an unsupportive environment, fear of bullying from students, perceived negative impact on one's career, and negative attitudes from other staff. These barriers were most significantly associated with perceived negative impacts related to reduced collaboration with other staff, poorer wellbeing and mental health, and a stronger motivation to leave the sector.
- The most common perceived supportive factors that would enable greater openness at work were having a more embedded LGBT+ inclusive curriculum, providing LGBT+ training for staff, and having a more inclusive SLT.

Feeling safe and supported at work

- Despite a lot of variation in being out at work, 80% of respondents felt safe in school as an LGBT+ member of staff, yet fewer felt a sense of belonging in school as an LGBT+ member of staff (68%). Trans and non-binary staff felt the least safe and the lowest sense of belonging.
- Schools must prevent bullying behaviour as much as possible. Just under a third (29%) of our respondents had experienced being bullied at work, with this rising to nearly half (49%) of trans and non-binary staff. Those in secondary schools or in management roles were also more likely to have experienced bullying. Respondents who experienced being bullied felt more unsafe and a stronger sense that they did not belong in their school.
- Of those bullied, nearly a third (32%) were bullied from multiple parties. The most likely party to be carrying out bullying behaviours were students (reported by 65% of those who had been bullied), followed by colleagues (reported by 34% of those who had been bullied).
- Students were more likely to be perpetrators of bullying directed towards gay men and trans/non-binary staff particularly in secondary school settings, whereas colleagues were more likely to be perpetrators of bullying directed towards gay/lesbian women and trans/non-binary staff, regardless of school setting. Although SLT and parents were less likely to carry out bullying behaviours, they were reported as being more prevalent in early years/primary school settings.
- To combat bullying, all staff should be able to feel confident to challenge negative attitudes and stereotypical language within the school. When most or all staff challenged negative attitudes and stereotypical language, respondents felt safer and a stronger sense of belonging. However, just under half stated that most or all staff challenge negative attitudes and stereotypical language. This was much lower for trans and non-binary staff and slightly lower for gay/lesbian women, where both groups also felt the burden of responsibility to challenge others' attitudes and behaviour alone or with a few others.

LGBT+ voice and representation in school

- 89% of respondents thought it was important or very important to have visible LGBT+ role models in school yet given nearly half are not open about their sexuality or gender identity at work it highlights the potential invisibility of many LGBT+ staff in schools.
- Given LGBT+ staff are often a minority group within a school, more effort is needed to provide them opportunities to have a voice and to participate in decision-making. However, only 23% of respondents stated that their school gathered the views/experiences of LGBT+ staff; of which less than half of these stated that the school definitely listened to these.
- To facilitate good practice in gathering views and experiences, respondents recommended: i) gaining views via (anonymous) surveys, ii) engaging LGBT+ students and parents, iii) Recording and dealing with LGBT+ prejudice and discriminatory behaviour, iv) asking for input from LGBT+ staff and students, and v) creating LGBT+ specific support/allyship groups.

LGBT+ inclusive curriculum

- Although 92% of respondents thought it was important or very important to have LGBT+ inclusive content in the curriculum, the majority stated that LGBT+ inclusive curriculum content is not taught at all or only opportunistically. Only 18% stated that LGBT+ inclusive curriculum content was taught throughout the school year. Early years/primary school settings were least likely to teach LGBT+ inclusive curriculum content.
- Responsibility for delivering LGBT+ inclusive curriculum content seems to be divided into those schools which distribute responsibility across most or all staff (32%), those where no-one is responsible (23%), and those where a few staff have responsibility (45%). Where only a few staff have responsibility, the burden seems to fall on LGBT+ staff. Interestingly, early years/primary school settings showed a strong dichotomy between those schools where no-one was responsible (40%) versus those where most or all staff were responsible (34%).
- When LGBT+ inclusive curriculum content is taught, the majority (65%) stated that it appears within or across RSE, PSHE, and tutorial provision within the school. This was most likely for those in early years/primary school settings (75%). Secondary school settings and post-16 only settings also relied heavily on RSE, PSHE, and tutorial provision, yet also could translate LGBT+ inclusive content across a wider range of subjects.

Best practice examples and recommendations

Respondents were asked to provide any positive reflections on LGBT+ allies, role models, and/or curriculum content at their school. We have analysed the qualitative responses, first on those focusing on primary school settings and second on those focusing on secondary school settings. We provide core themes and illustrative quotes below.

Primary school settings

In primary school settings the key themes discussed were:

SLT and management actions

SLT and management being proactive and inclusive in their actions:

“There had been lots of discussion about the new curriculum...and the LGBT+ content and it came across as if homophobic comments wouldn't necessarily be challenged as it was being taught as 'fact-based'. I queried how this was possible...the Head was horrified that this was the impression that was being given and went back to the Governors to rework the curriculum... As a result I feel very supported at the school.”

“Anytime homophobic abuse has been used amongst students or if I have been the subject of it from parents SLT have challenged and stopped it straight away”

Visible LGBT+ role models in management:

“One member of middle management is LGBT+ and has inspired me to deliver circle times inspired by pride month”

“Many members of SLT are openly out, which is a boost to my own confidence and will help me when I feel comfortable to be out as well. These members are very vocal about maintaining an inclusive curriculum - particularly when bringing in global issues in as extras to our current curriculum. Throughout the year”

Visible support from senior managers who are not LGBT:

“Principal shares all good staff news in parent newsletter - I just had a baby with my wife and she also shared when we got married. 'Normalised' it for parents and then received lots of congrats on playground.”

“I speak about my partner and family openly to my deputy head and we have 'normal' conversations about these things. This shows me that she is an ally and accepts me.”

Supportive environment open to change

Active support and acceptance from other staff and students:

“I feel so supported and happy that I can be openly out at school and that my colleagues support me”

“I got married to a man a couple of summers ago. A card had gone round school for staff to sign and the children found out I was marrying a man. After lunch one of my Y5 pupils asked if I was marrying a man. After a slight hesitation, I said Yes. The class erupted into cheers and applause. This has been the first time in 20 years of teaching I had been out to my pupils.”

Other staff learning and taking the lead:

“My class teacher took it upon herself to educate herself on LGBTQ+ topics and include them in lessons on families.”

“There has been a small improvement on content this year, with less staff fearing teaching it. Some staff are staunch allies and will ask questions to educate themselves and then share their understanding.”

Able to develop inclusive curriculum that changes staff behaviour:

“Every time I have read an inclusive story or talked about diverse families the children are never phased and to them it is just normal.”

“I hear a lot of straight staff being confident with the language around LGBTQ+ issues. Since teaching the No Outsiders ethos staff have become much more confident to challenge unacceptable behaviours and language. The majority of children, by the time they are in Year 6, are ready to be allies... They are taught to use their voice confidently, respectfully and with purpose... No Outsiders has been the first step.”

Secondary school settings

In secondary school settings the key themes discussed were:

SLT and management actions

Visible proactive actions by senior management:

“Our current headmistress celebrated the lives of the people who died in the shooting in Orlando during a whole school assembly! She regularly send LGBTQ+ educational contents to students and on our school website.”

“The Head directly pushed back against parents who were complaining about pride history month events.”

Caring actions by management:

“Our SLT has been amazingly supportive of my transition as a trans man. Although I transitioned before joining the school, SLT have encouraged me to be confident in who I am, have been supportive and sensitive in regards to toileting and time off for special appointments.”

“I do feel that, though there are tensions with catholic teachings, my school leadership team is very supportive and treats LGBTQ+ staff openly and equally. The head in particular has tried to address homophobia...with stonewall posters etc visible round the building.”

School climate

Strong zero tolerance approach to bullying or discrimination:

“School took a colleague’s transphobia seriously and acted on it.”

“Homophobic behaviours are constantly challenged by most members of staff.”

Safe spaces and signals for students:

“We currently provide a safe space one lunchtime and after school per week following an idea from a member of staff.”

“Clubs have been very effective at raising understanding, assemblies are good for promoting awareness... staff visibly showing support in the form of pride lanyards means students know who they can come to for support and shows staff identification too.”

Visible signs and signals:

“The school has a Stonewall staff group, displays of LGBT+ people on the walls, and some staff members wear rainbow lanyards/display small rainbow flags in their office year-round...this gives me a sense of safety and support as a staff member.”

“Faith school but very visible support e.g. in the form of lunchtime clubs, RE teachers with pride flags displayed all year round, etc.”

Student engagement

LGBT+ inclusion led by or triggered by LGBT+ students:

“We have a number of trans and gender non-binary students... We generally communicate well with parents and students regarding chosen names etc. We have a “gender non-binary” sign on the disabled toilet... Students are allowed to wear trousers.”

“Our best asset seems the young LGBT+ people in our school who are out and proud and craving representation and normalisation.”

Students being supportive and engaged:

“Students have always been polite when asking questions and have confidence to talk about their own experiences... Students have been more open and supportive than staff and SLT”

“The students are, more often than not, more clued up than the staff which is lovely to see.”

Staff action and responsibility

Growing awareness, knowledge, and support among staff:

“A number of staff are very supportive - many wear rainbow ribbons, support Pride and use resources... Some have started changing their use of language/ pronouns to be inclusive.”

“Have seen teachers discuss LGBT+ topics in a sensitive way, without having to be asked.”

Individual actions embed changes in curriculum:

“One middle leader in my school is very on top of LGBT+ education and stamping out homophobic language in pupils. We also have flexibility to include role models etc... if we wish. E.g. in Computer Science (CS) I am able to specifically talk about Alan Turing as a gay man.”

“The Head of English at my school is a great role model and leads LGBT+ history month assemblies each year.”

Embedding LGBT+ curriculum across all subjects:

“Particularly within the context of Citizenship teaching and student parliament... In Humanities subjects there are increasing opportunities to explore LGBT+ representation... We have started having open conversations about other challenging aspects of identity within our curriculum.”

“SLT have committed to giving INSET time to reviewing the curriculum to increase inclusion and representation.”

Reflections on school wide LGBT+ equality plans

Respondents were also asked: “What (if anything) has made a coherent LGBT+ equality plan possible in your school?”. Not as many respondents provided detailed comments in this section, but from analysing the comments we find that:

In primary school settings:

- SLT buy-in and drive to action being the strongest factor.
- External partnerships/support (such as Outsiders programme, EqualiTeach, trainers) and support from other staff were also important.
- But there seemed a sense that LGBT+ staff had to be persistent and care about it for action to be sustained or get going.

In secondary school settings:

- Largely supported the findings in primary school settings e.g. SLT buy-in, and importance of external partnerships and internal support.
- There was also a strong element again on the need for LGBT+ staff to help trigger action or their determination to drive and sustain action in the school.
- Unlike primary school settings, a few respondents in secondary school settings raised the importance of LGBT+ students in helping to drive change in the school.

Survey respondents

LGBT+ identity





Of the 842 respondents, 40% were gay men, 24% were gay/lesbian women, 28% were bisexual/other sexual minority respondents (of which the majority were bisexual women – 197 of the 236), and 8% were trans or non-binary people³.

School setting

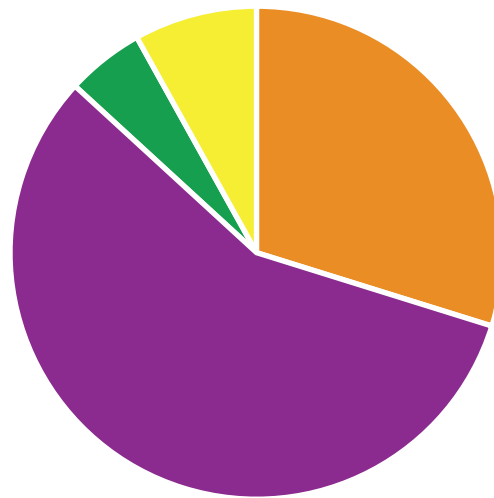
Over half (57%) of the 842 respondents were based mostly in secondary school settings and 30% were based mostly in early years/primary school settings. Only 5% were in post-16 only settings, and 8% were either in specialist, other type of school settings or did not provide their school setting.





Number of respondents, by LGBT+ identity



	Gay men	335
	Gay/lesbian women	203
	Bisexual/other sexualities	236
	Trans/non-binary	68

Number of respondents, by setting



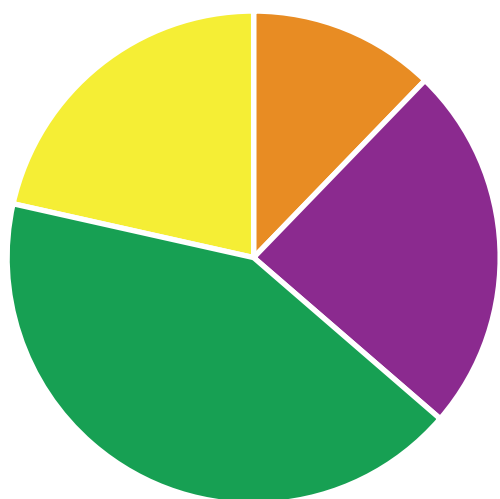
	Early years/primary	251
	Secondary	480
	Post-16 only	43
	Other/unknown	68





³ Note: In our research, we grouped bisexual and other non-heterosexual identities together as there were too few other non-heterosexual identities to treat separately. Also, all the gay men, gay/lesbian women, and bisexual/other sexualities do not identify as trans/non-binary. Trans and non-binary respondents were treated separately in the analysis, where they report a range of sexualities.

Work role

Nearly half (42%) of the 842 respondents were in standard teaching roles and a further quarter (24%) were in early career roles (i.e. ITT, NQT, RQT). Just less than a quarter (22%) were in management or head of department roles, and 12% were in support roles.

Number of respondents, by role



	Support	103
	Early career	203
	Standard teaching role	335
	Management/HoD	181

Intersections between LGBT+ identity, setting and work role

We examined whether there were any significant intersections between LGBT+ identity, school setting, and work role. Whilst we found that the proportions of different work roles and LGBT+ identities did not significantly differ across settings, the proportions of different work roles did differ across the various LGBT+ identities.

More specifically:

- Gay men were more likely to be in management/head of department (HoD) roles and less likely to be support roles.
- Bisexual/other sexuality respondents were less likely to be in standard teaching and management roles and more likely to be in support roles and early career positions.
- Gay/lesbian women and trans/non-binary respondents were fairly well distributed across roles.

Relative representation of LGBT+ identities across roles



- Gay men
- Gay/lesbian women
- Bisexual/other sexualities
- Trans/non-binary

Being out at work⁴

How important is being 'out' to you?

60% rated being out as important or very important, whereas 23% rated it as somewhat important and 17% rated it as not important.

Trans and non-binary staff were most likely to view being out as important (81% important/very important) whereas bisexual/other sexualities were least likely to view being out as important (40% important/very important).

There was not a lot of variation across school settings but work roles did vary to a certain degree– support staff were the least likely to rate being out as important (49%) compared with a range of 57% (early career) to 65% (management) across other roles.

Who are you out to?

9% of respondents were not out to anyone at work and a further 37% were only out to a select few, thus indicating nearly half were not open about their sexuality or gender identity at work.

Bisexual and other sexuality respondents were the most likely to be not out at all (20%) or out only to a select few (56%) – i.e. 76% of bisexuals/other sexualities are not open about their sexuality. This compares to 44% of trans/non-binary staff, 35% of gay/lesbian women, and 32% of gay men.

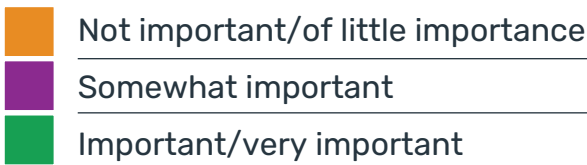
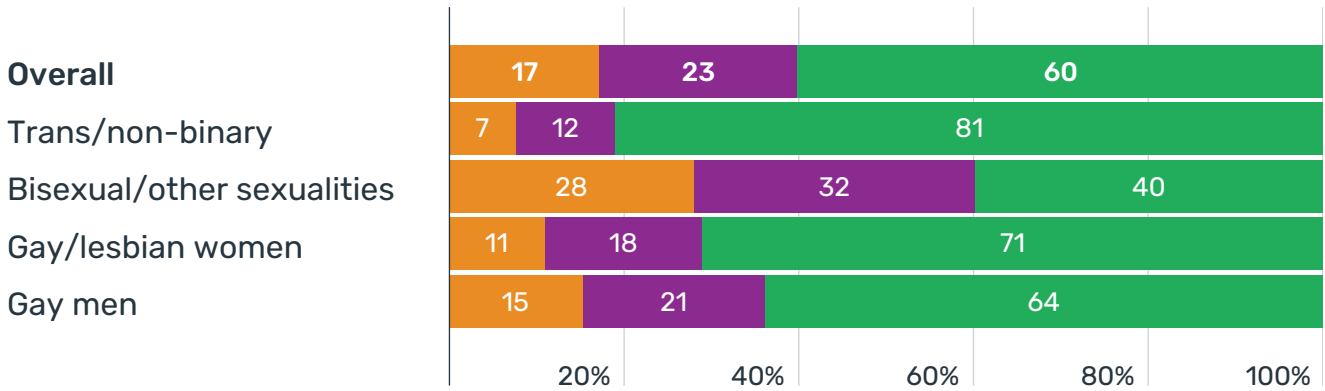
Conversely, only 9% of all respondents were out to most/all people at work; with trans/non-binary staff most likely to be out to most/all (15%) followed by gay/lesbian women (12%). Bisexual/other sexuality respondents were the least likely to be out to most/all people at work (4%).

The remainder of the respondents were either out to some extent (33%) or out to a fair extent (12%). Gay men and gay/lesbian women were the most likely to be out to some extent (44% and 39% respectively), although this was slightly lower for gay/lesbian women.

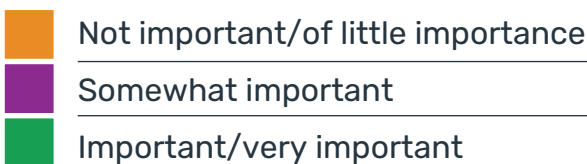
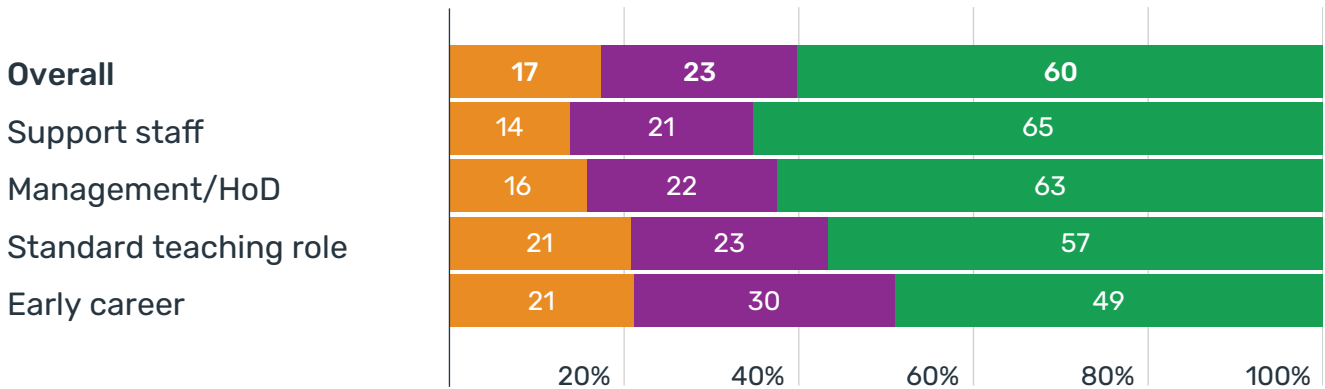
School settings (i.e. primary, secondary, post-16 only) do not vary too much, but role does to a certain degree – early career and support staff are the most likely not to be out to anyone (14%, 14%) or only a select few (47%, 50%) whereas standard teaching staff and management staff are more likely to be out to a greater extent.

⁴ Note that full sample of 842 respondents was used in this section

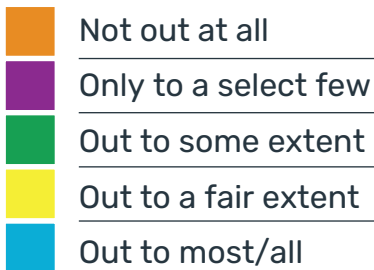
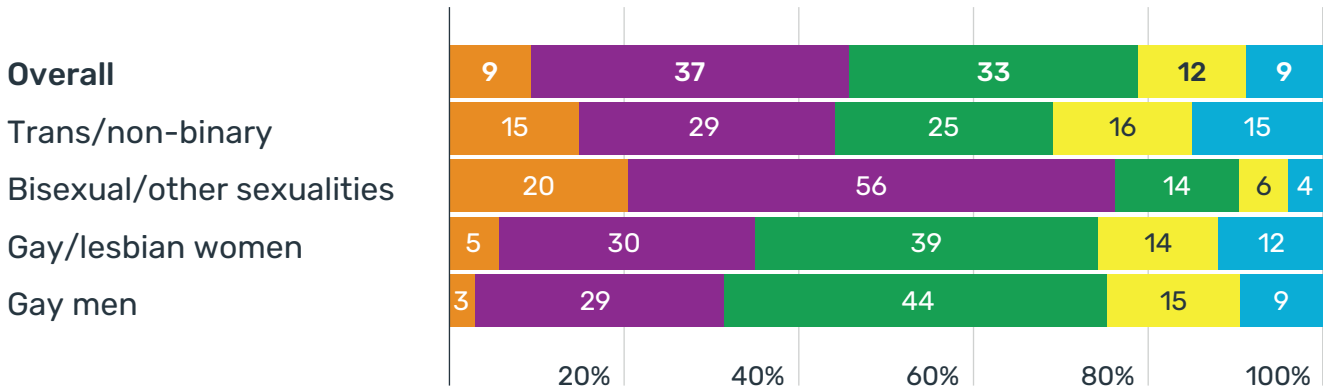
Importance of being out, by LGBT+ identity



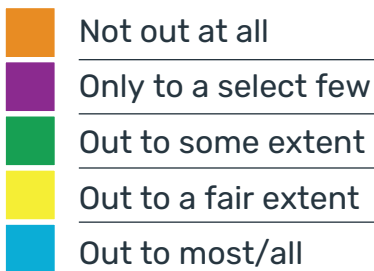
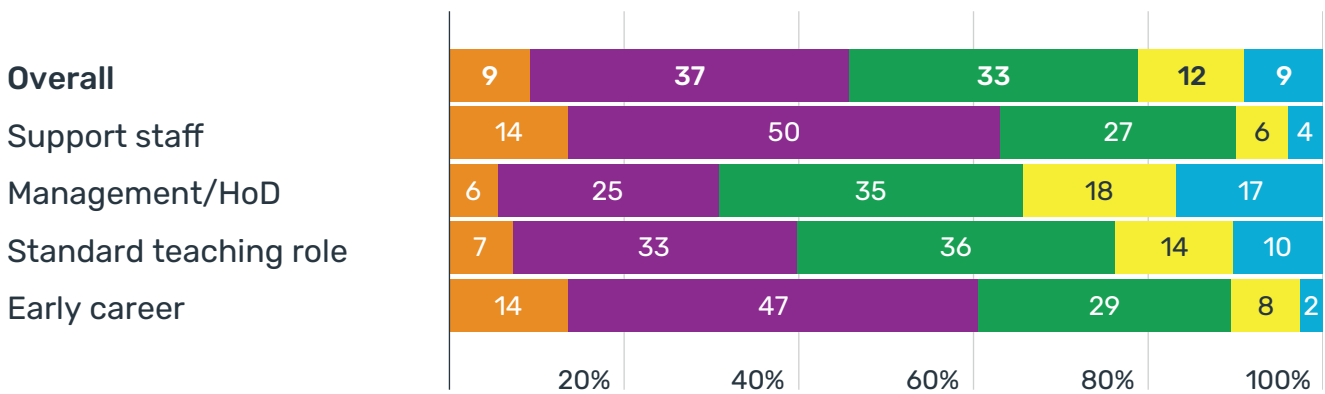
Importance of being out, by role



Extent of outness, by LGBT+ identity



Extent of outness, by role



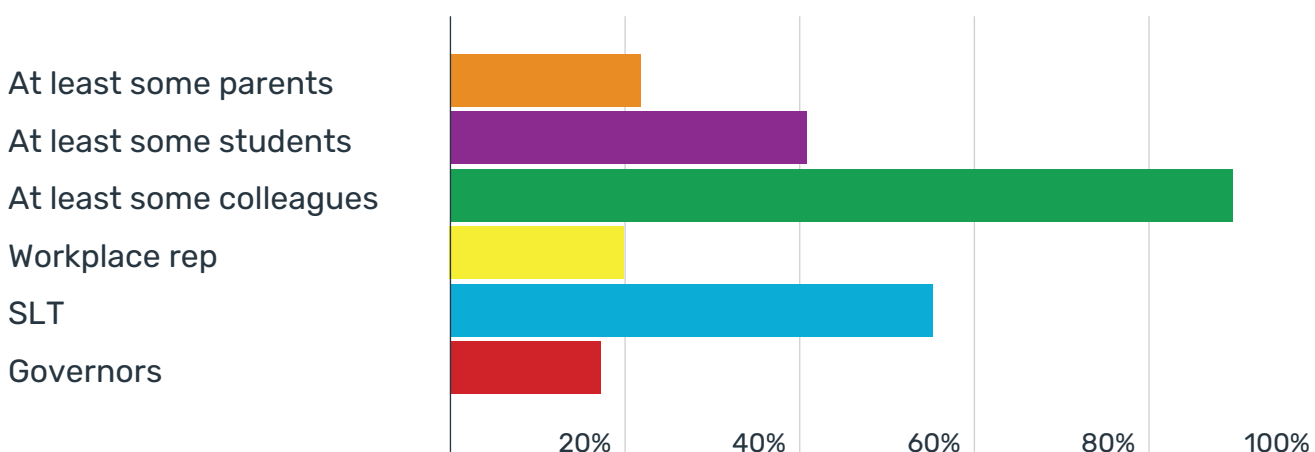
The most likely parties that people are 'out' to at work are:

- at least some colleagues (90%) – although just over half of this number are out to all colleagues,
- SLT (55%),
- at least some students (41%) – although less than half of this number are out to all students.

Less than a quarter are out to at least some parents (22%), workplace reps (20%) or governors (17%).

Differences between early years/primary, secondary, and post-16 school settings are marginal, yet those in early years/primary schools less likely to be 'out' to students (24% at least some students compared with 49% in secondary and 53% in post-16 only).

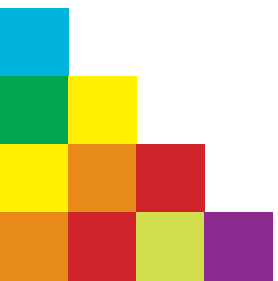
Who are you out to?



Concerning differences across LGBT+ identities, gay men are more likely to be out to SLT and governors. Trans/non-binary respondents are more likely to be out to at least some parents and some students as well as to workplace representatives. Those who are bisexual/other sexualities are least likely to be out across all parties.

One's work role also makes a difference to a certain degree – those working in management were more likely to be out to SLT (75%), governors (35%), workplace reps (29%), and at least some parents (31%) whereas support staff and early career teachers were less likely to be out to these parties (around 37% to SLT, around 5% to governors, around 12% to workplace reps, and around 11% to at least some parents). These findings are important because it suggests more senior posts feel safer.

Who are you out to, by LGBT+ identity



What barriers limit your ability to be open about your LGBT+ identity in the school environment?

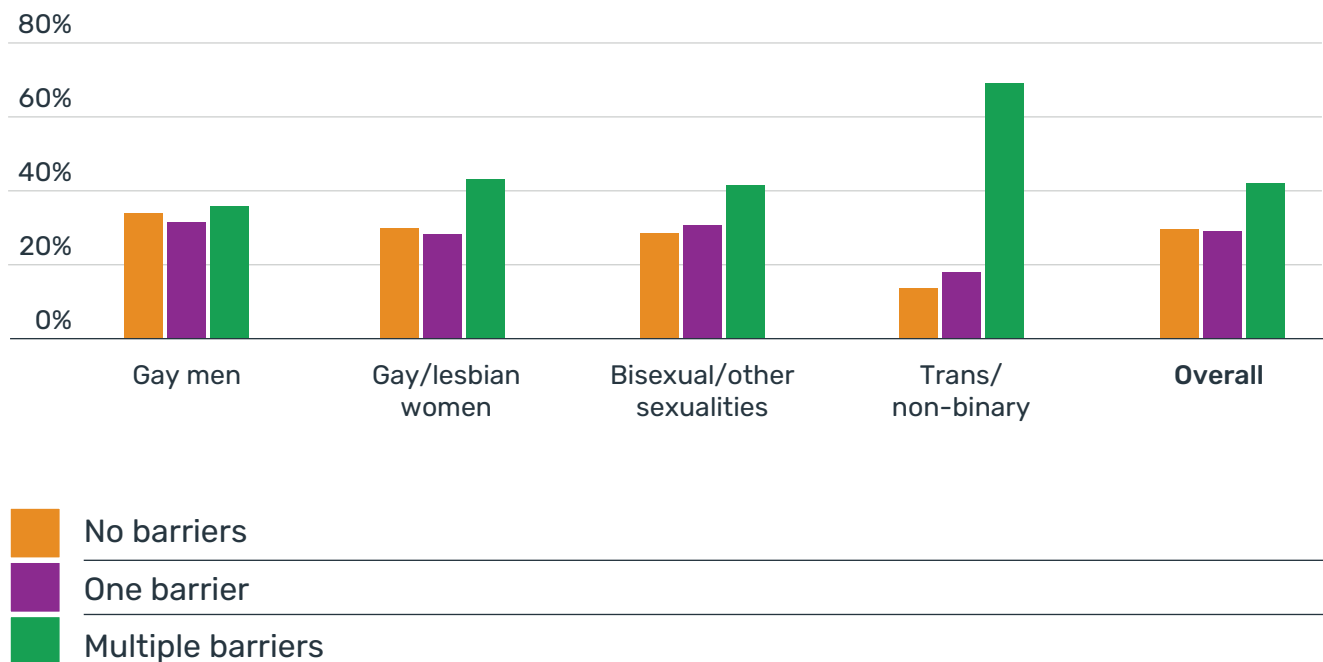
71% of respondents experienced at least one barrier that limited their ability to be open in the school environment.

Trans and non-binary respondents were most likely to experience barriers (87%),

particularly multiple barriers (80% of those who experienced barriers reported multiple ones). Gay/lesbian women also had a relatively high proportion of those who experienced multiple barriers (60% of those who experienced barriers reported multiple ones).

In contrast, gay men were least likely to experience barriers (although this was still high at 67%, and still just over half of those experiencing barriers reported multiple ones).

Number of barriers, by LGBT+ identity



The most common barriers experienced were:

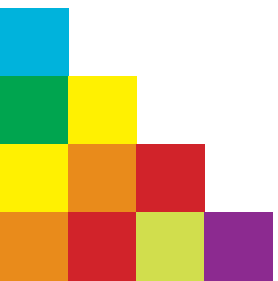
- i. unsupportive environment (31%);**
- ii. students (27%);**
- iii. impact on career (27%); and**
- iv. other staff (26%).**

Parents (12%) and SLT (6%) were much less likely to be barriers.

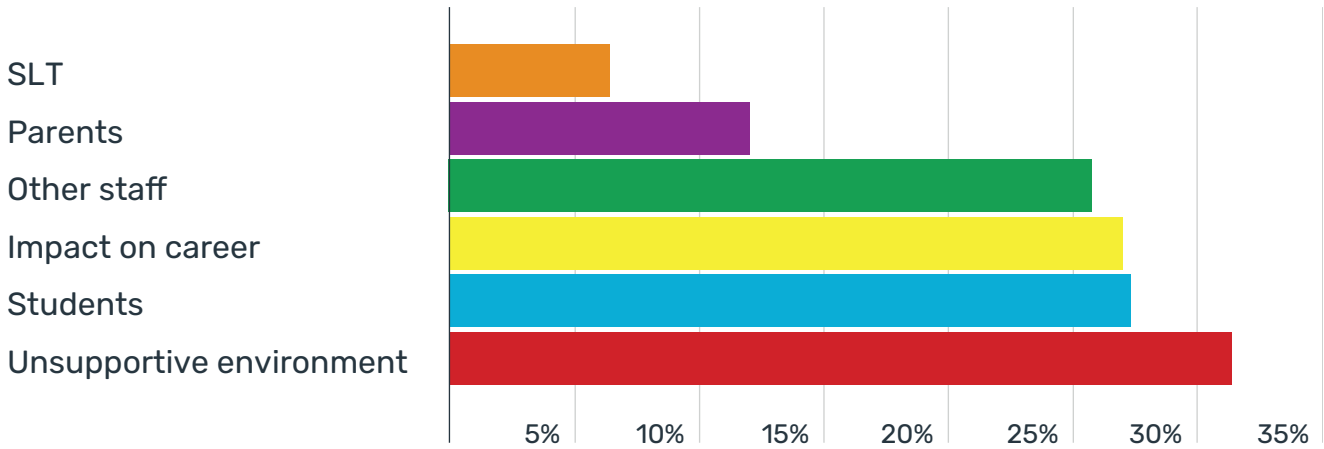
Gay men and gay/lesbian women tended to report students as barriers proportionally more than other respondents.

Trans and non-binary respondents tended to report impact on career, unsupportive environment, and other staff proportionally more than other respondents.

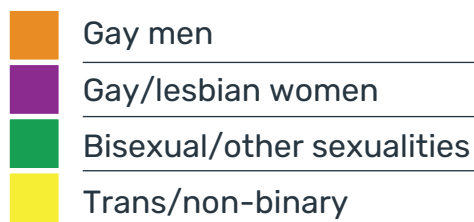
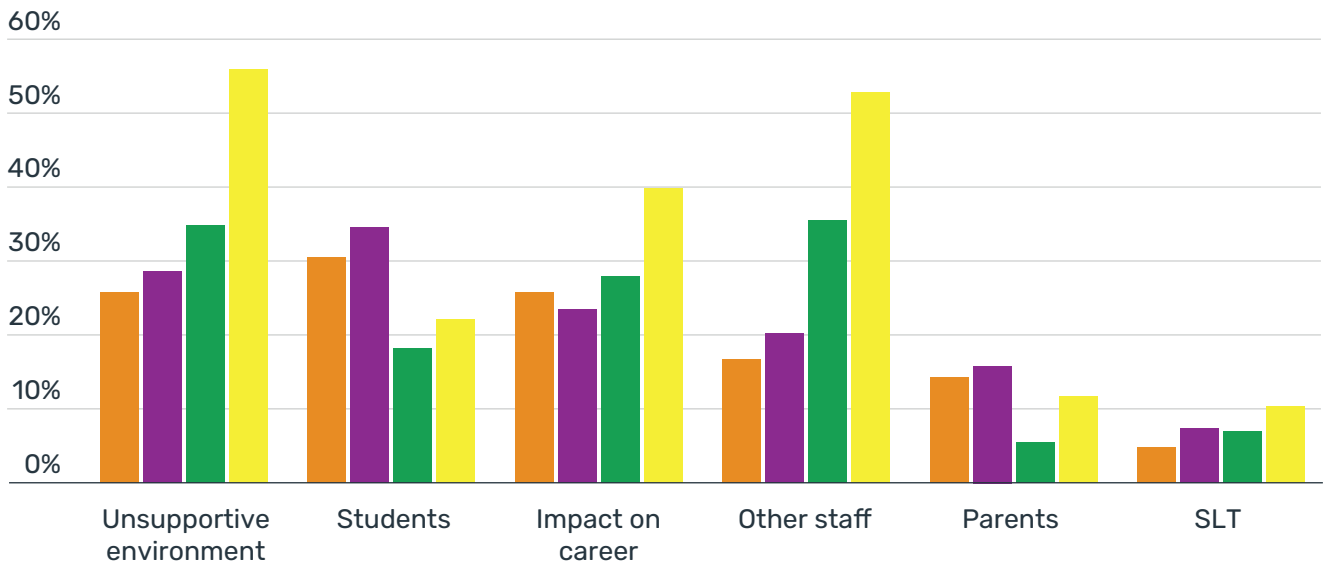
Although there was little variation across school settings or work roles, students tended to be reported more as barriers by those in secondary school settings (35%) whereas parents were more likely to be identified as barriers by those in early years/primary school settings (25%). Lastly, impact on career was more significant for those in early career roles (35%) and less significant for those in management roles (18%).



Perceived barriers



Perceived barriers, by LGBT+ identity



If you're wanting to be (more) 'open', what would allow you to do this?

The most common perceived supportive factors selected were:

- i. more embedded LGBT+ teaching (68%);**
- ii. LGBT+ training for staff (53%); and**
- iii. more inclusive SLT (53%).**

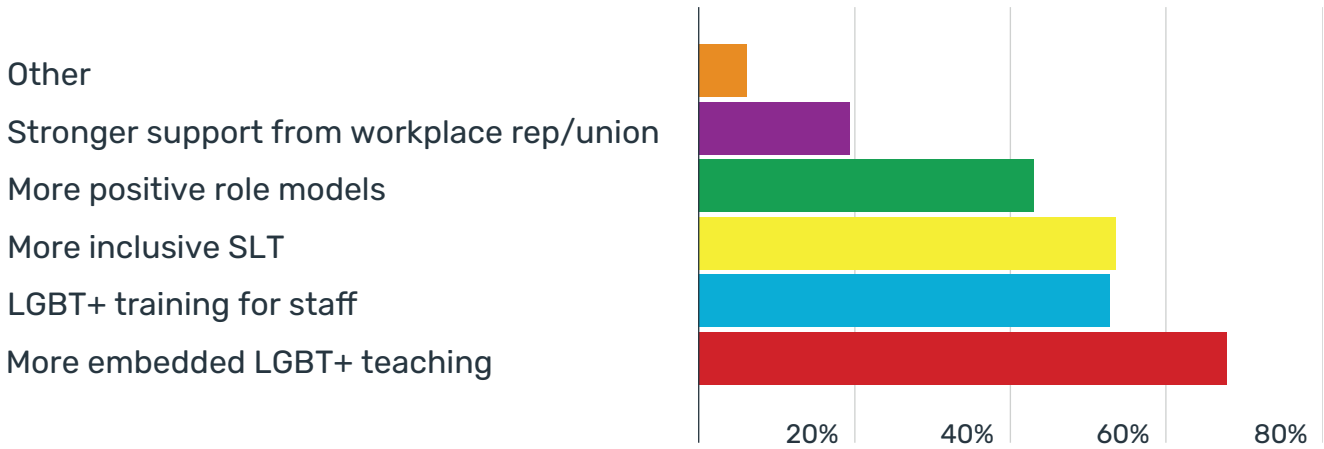
More positive role models were seen as relatively important opportunity for some (43%) whereas stronger support from workplace representatives/the union (19%) and other opportunities (6%) were relatively lower in significance.

Trans and non-binary respondents tended to select all options proportionally slightly more than other respondents, with the strongest difference seen in 'LGBT+ training for staff'.

There were some variations across school settings, yet this was only significant for 'more embedding of LGBT+ teaching' (primary - 75%, secondary - 65%, post 16 only - 66%) and 'LGBT+ training for staff' (primary - 49%, secondary - 58%, post 16 - 35%).

There was some variation across work roles, yet this was only significant for 'more embedding of LGBT+ teaching' (highest for early career teachers and support staff - 72 to 76%, lowest for those in management - 59%).

Perceived supportive factors



Perceived supportive factors, by LGBT+ identity



If you are not able to fully be yourself at work, what are the impacts on you?

The most significant impacts where staff could not fully be themselves at work were:

- i. inability to share important aspects of yourself (51%);**
- ii. reduced wellbeing and mental health (43%); and**
- iii. not being able to inspire students (42%).**

A quarter (25%) reported a detrimental impact on job satisfaction, and just under a quarter (21%) felt that their collaboration with other staff was undermined.

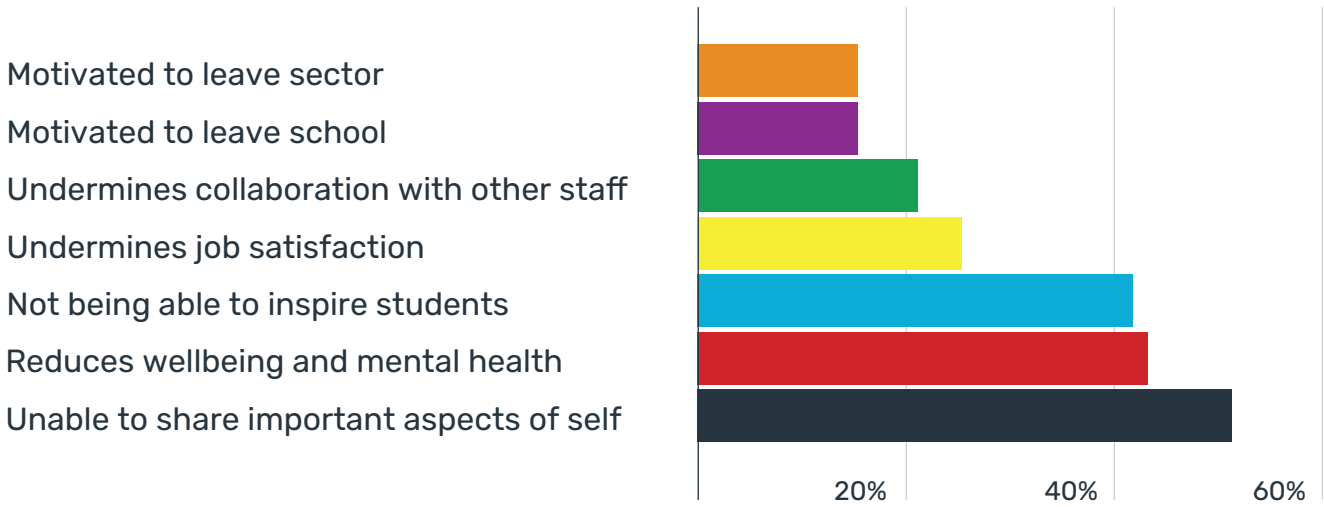
Less than a quarter (15%) reported that they were motivated to leave their school and a similar proportion (15%) reported a motivation to leave the sector. Although relatively low compared to other impacts, this level of potential staff turnover is worrying, given the importance of retaining staff in the profession and the legal rights which should ensure fair treatment.

Trans and non-binary respondents were more likely to rate all impacts compared with other respondents, with the most significant differences being impacts related to collaborating with other staff, job satisfaction, and wellbeing/mental health.

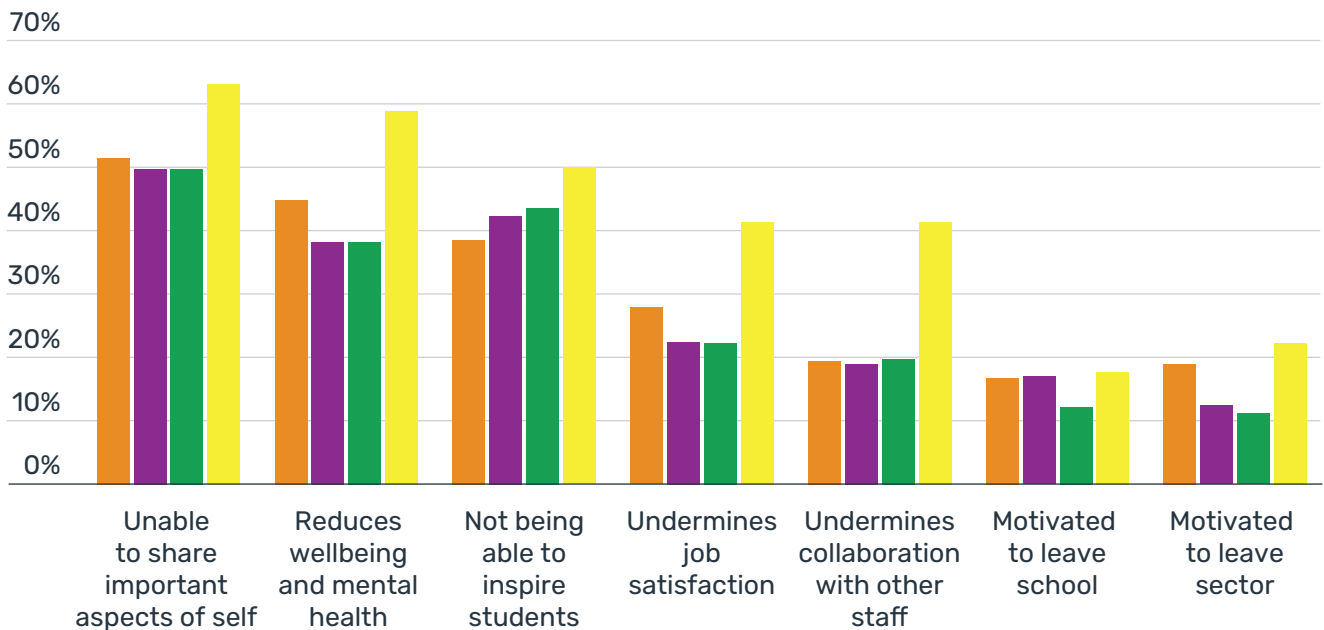
Although there was no major variation across work roles, early career teachers and support staff were more likely to rate inability to share important aspects of self (56 to 59%) and not being able to inspire students (50 to 51%) as impacts, yet early career teachers were less likely to be motivated to leave the sector (9%).

Differences between school settings was only significant for the impact of not being able to share important aspects of self; with primary school setting highest (62%), secondary school settings in the middle (46%), and post-16 only settings lowest (37%).

Impacts of not being fully yourself at work



Impacts of not being fully yourself at work, by LGBT+ identity



- Gay men
- Gay/lesbian women
- Bisexual/other sexualities

Further analysis - barriers x impact

We looked at which barriers are most significantly associated with the different types of impacts related to not being able to be fully yourself at work (see table on the following page).

The barriers of impact on career, unsupportive environment, and other staff were found to be the most significantly and consistently associated across all impacts.

These barriers all seem to most strongly undermine collaboration with other staff, as well as other specific impacts, such as motivation to leave the sector (impact on career and other staff) and reduced wellbeing/mental health (unsupportive environment).

Although SLT can act as a barrier that has a common influence across most impacts, these effects seem not as strong compared with the other barriers mentioned above.

The barriers related to students and parents were specifically associated with reduced ability to share important aspects of one's self. Students as a barrier also reduced LGBT+ staff's ability to inspire students whereas parents as a barrier increased respondents' motivation to leave the sector.

The analysis therefore also highlights how wider stakeholders, such as parents and students, may also have specific negative impacts on LGBT+ staff.

Barrier:	SLT	Students	Impact on career	Unsupportive Environment	Staff	Parents
Overall	6%	27%	27%	31%	26%	12%
Wellbeing and mental health						
Impacted	12%*	29%	35%*	59%*	36%*	14%
Not impacted	3%	26%	21%	23%	18%	11%
Job satisfaction						
Impacted	15%*	29%	36%*	48%*	39%*	15%
Not impacted	4%	27%	24%	26%	21%	11%
Collaboration with staff						
Impacted	13%*	31%	41%*	50%*	48%*	11%
Not impacted	5%	27%	23%	26%	20%	12%
Sharing important aspects						
Impacted	8%	34%*	36%*	40%*	32%*	16%*
Not impacted	5%	21%	18%	22%	19%	8%
Loss of inspiring students						
Impacted	11%*	39%*	34%*	45%*	30%*	14%
Not impacted	3%	19%	22%	21%	22%	10%
Motivated to move school						
Impacted	16%*	23%	40%*	43%*	38%*	14%
Not impacted	5%	28%	25%	29%	24%	12%
Motivated to leave sector						
Impacted	17%*	34%*	44%*	47%*	40%*	20%*
Not impacted	5%	26%	24%	29%	23%	11%

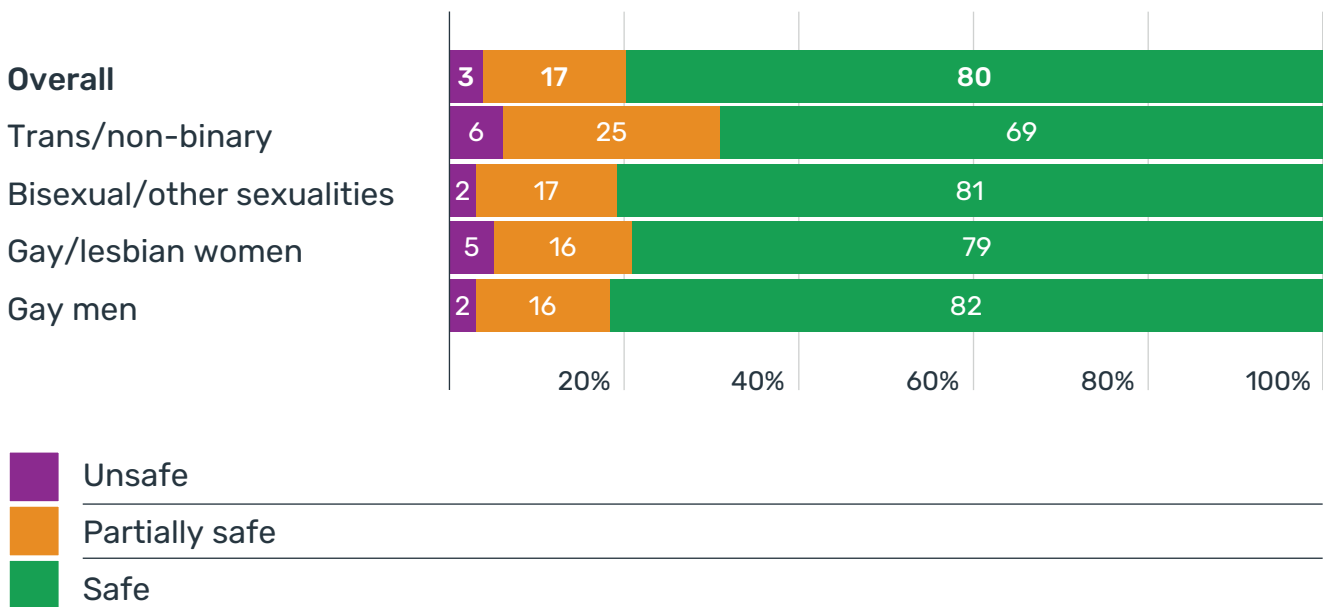
Feeling safe and supported at work⁵

Do you feel safe in school as an LGBT+ member of staff?

80% of respondents felt safe in school as an LGBT+ member of staff.

This was lower, at 69%, for trans and non-binary staff. There was little variation across school settings and work roles.

Feeling safe in school environment, by LGBT+ identity



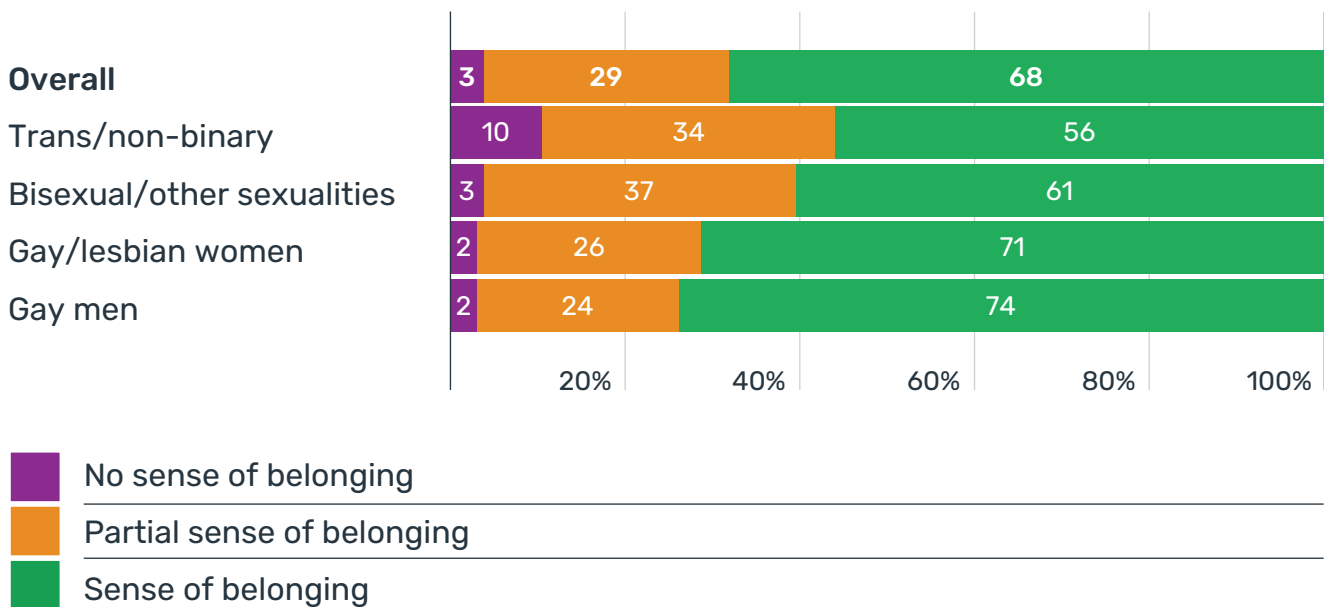
⁵ Note that full 842 respondents was used for feeling safe, sense of belonging, and bullying subsections, but dataset was reduced to 707 for the question do staff consistently challenge negative attitudes or stereotypical language about LGBT+ people, due to missing data. In consequence the extra analysis on predicting safety and belonging is based on dataset of 707 respondents.

Do you have a sense of belonging in your workplace?

68% of respondents felt a sense of belonging in school as an LGBT+ member of staff.

This was much lower, at 56%, for trans and non-binary staff. Bisexual respondents also felt a relatively low sense of belonging compared with gay and lesbian respondents (61% versus 71 to 74%). There was little variation across school settings and work roles.

Sense of belonging in workplace, by LGBT+ identity



Have you experienced bullying linked to your LGBT+ identity or presumed identity?

Just under a third (29%) of respondents had experienced being bullied at work. This is a significant number of respondents given that workplaces are meant to be proactive in identifying and responding to bullying of staff.

Experiences of being bullied was much higher for trans and non-binary respondents (49%). Nearly a third (32%) of gay men and gay/lesbian women had experienced being bullied at work. Figures were lower for bisexual/other sexualities (17%), presumably because more of these individuals are not

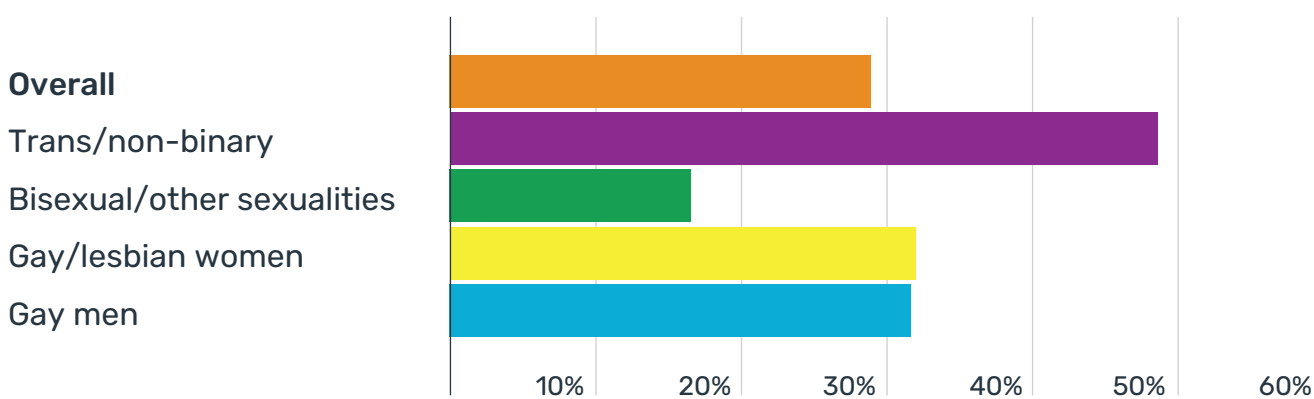
out at work or are less visibly out (refer to section 4 – ‘being out at work’).

Instances of bullying seemed to also occur more in secondary school settings (36%) than other settings (15 to 22%). Perhaps surprisingly those in management positions were also more likely to report being bullied (41%), whereas those in support and early career positions were less likely (18 to 19%), with standard teachers somewhere in the middle (31%).

Of those bullied, nearly a third (32%) were bullied from multiple parties.

This seemed particularly the case for standard teachers (39% of those bullied had experienced it from multiple parties), as well as for trans and non-binary staff (43% of those bullied had experienced it from multiple parties).

Those who have experienced being bullied at work, by LGBT+ identity



The most likely party to be carrying out the bullying behaviours were students, whereby 65% of those who had been bullied stated that students were involved. This was particularly the case for gay men (74% of those bullied) and trans/non-binary respondents (70% of those bullied). And for those in secondary school settings (79%).

A third (34%) of those bullied stated it involved colleagues, and this was most likely for gay/lesbian women (49% of those bullied) and trans and non-binary (39% of those bullied) respondents. The school setting and work role were not as relevant, yet those in early career roles were less likely to be bullied by colleagues (22% of those bullied).

A quarter (24%) of those bullied stated it involved the SLT, and this was relatively similar across different sexual and gender

identities. There was some variation across school settings and work roles, yet this was not particularly significant. However, bullying behaviours from the SLT seemed to be highest in early years/primary school settings (43% of those bullied).

Less than a quarter (19%) of those bullied stated it involved parents, where this was less likely to occur for bisexual respondents (13% of those bullied). There was some variation across school settings and work roles, yet this was not particularly significant. However, bullying behaviours from parents seemed to be highest in early years/primary school settings (37% of those bullied).

Only 2% of those bullied stated it involved governors, and this did not vary much across different respondents.

Perpetrator, in order of extent of bullying:	Most likely to be perpetrators of bullying for:
Students	Gay men Trans/non-binary people In secondary school settings
Colleagues	Gay/lesbian women Trans/non-binary people
SLT	In early years/primary school settings
Parents	In early years/primary school settings
Governors	Not likely across most respondents

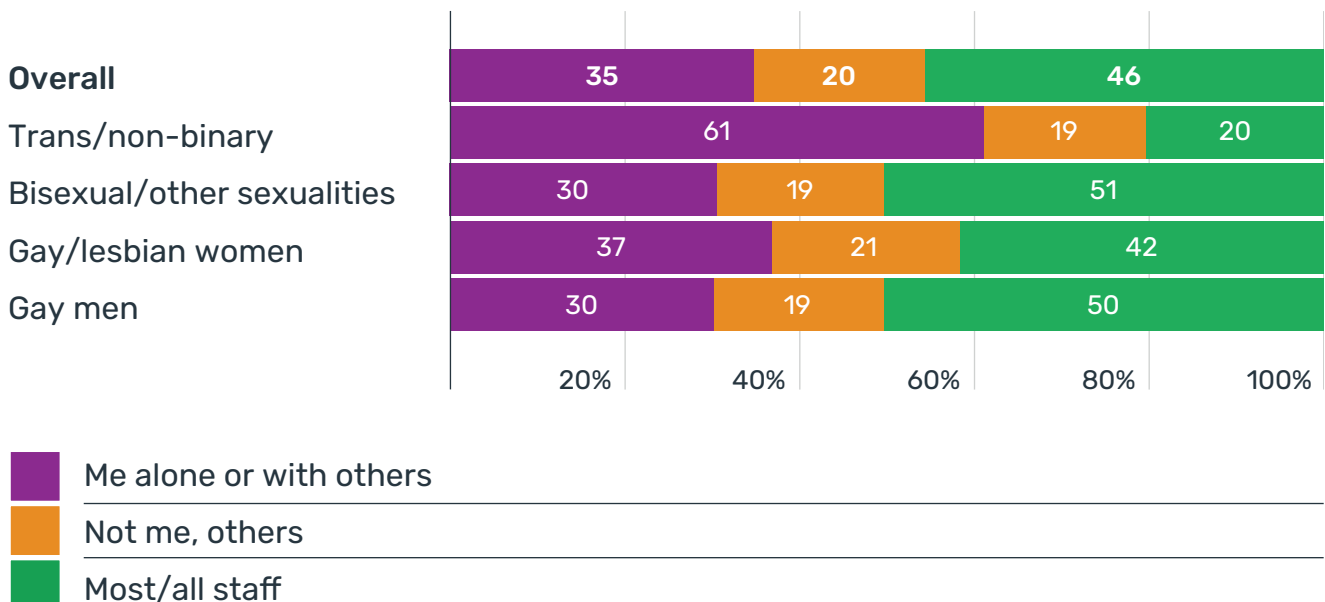
Do staff consistently challenge negative attitudes or stereotypical language about LGBT+ people?

Just under half (46%) of respondents stated that most or all staff challenge negative attitudes or stereotypical language. This was much lower for trans and non-binary respondents (20%).

Gay/lesbian women were slightly less convinced that most/all staff challenged negative attitudes or stereotypical language compared with gay men and bisexuals (42% versus 50 to 51%).

Trans and non-binary respondents were most likely to state that they themselves, either alone or with some others (61%), consistently challenged negative attitudes or stereotypical language, followed by gay/lesbian women (37%).

Do staff consistently challenge negative attitudes or stereotypical language? By LGBT+ identity



Further analysis – predicting safety and belonging

We examined to what extent feeling safe as LGBT+ member of staff and a sense belonging in the workplace were influenced by staff challenging negative attitudes and stereotypical language as well as the experience of being bullied at work.

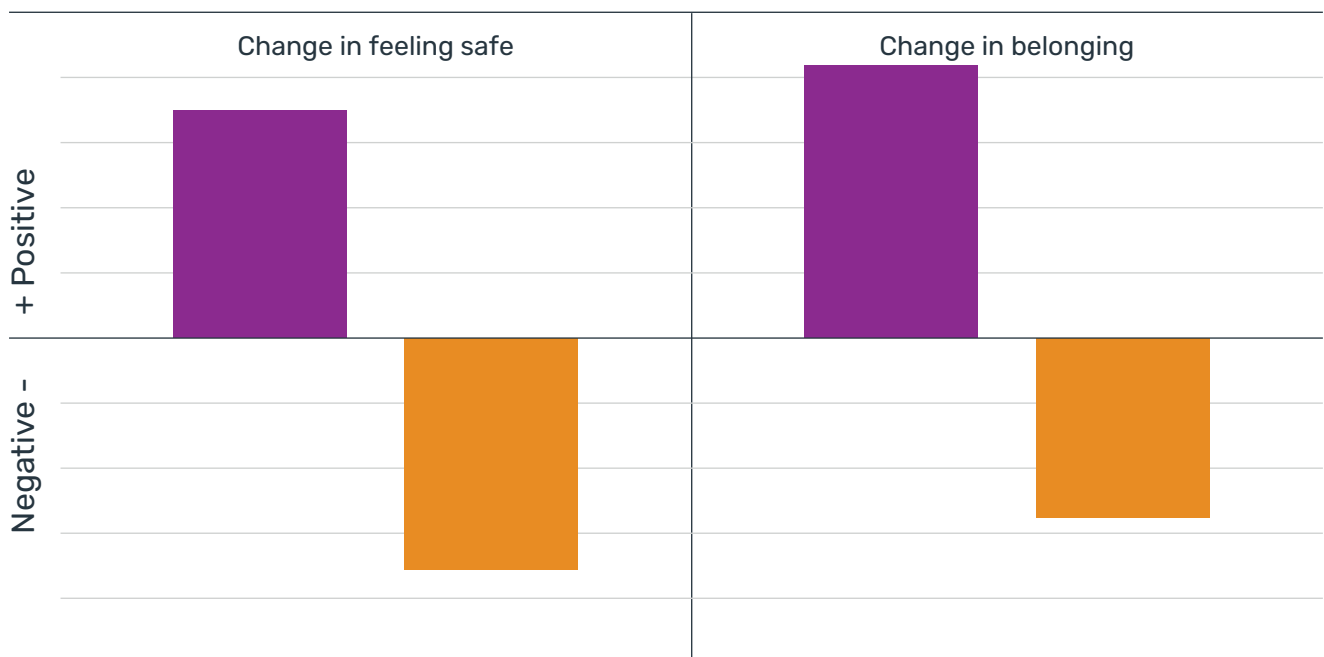
When most/all staff challenged negative attitudes and stereotypical language, the sense of feeling safe and feeling of belonging increased. A slightly stronger (positive) effect on sense of belonging was found compared with the effect on

feeling safe (small to moderate versus moderate effect).

In contrast, experiencing being bullied was associated with decreased feelings of safety and belonging. Being bullied at work was associated with a slightly stronger (negative) effect on feeling safe than its effect on sense of belonging (small versus small to moderate effect).

Both challenging attitudes/stereotypical language and being bullied at work together explained around 11 to 12 percent of variance, i.e. differences between respondents’ scores, in safety and belonging (which is considered relatively good predictive ability for attitudinal data).

Predicting change in feeling safe and sense of belonging



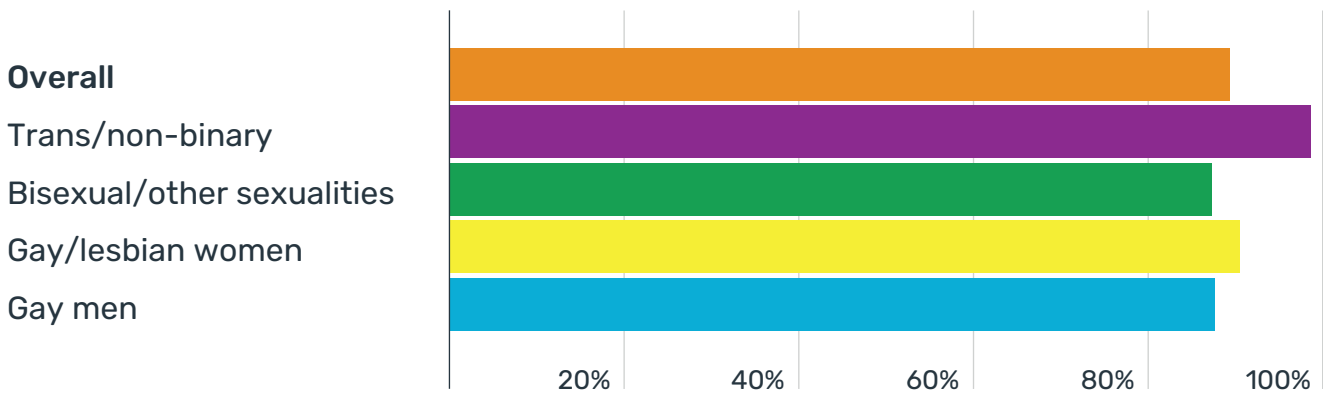
- Most/all staff challenge
- Have been bullied at work

Voice and Representation⁶

‘It is important to have visible LGBT+ role models in schools’

89% of respondents thought it was important or very important to have visible LGBT+ role models in school. In contrast, only 4% thought it was of no or little importance; with the remaining 7% thinking it as somewhat important. Trans and non-binary particularly thought it was important (98% important or very important). There was little variation between settings and roles.

Those that think it is important to have visible LGBT+ role models in school, by LGBT identity



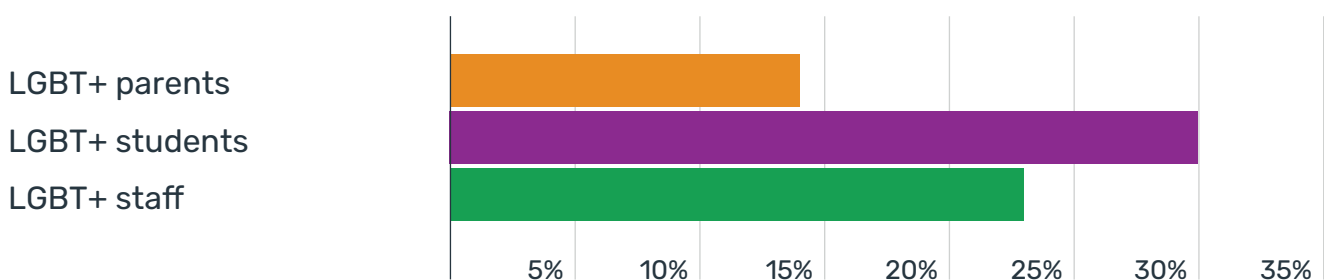
⁶ Due to missing data, the subsection about the importance of having visible LGBT+ role models in schools was based on sample of 727 respondents, and the subsections based on the gathering views and listening to views based on a sample of 665 respondents.

Does your school gather the views and experiences of LGBT+ staff, students, and parents?

Only 23% stated that their school gathered the views/experiences of LGBT+ staff at least some of the time; this rises to 30% for gathering the views/experiences of LGBT+ students and falls to 14% for gathering the views/experiences of LGBT+ parents.

Those in early year/primary school settings were less likely to state that their schools gathered views and experiences of LGBT+ students (15%) whereas those in post-16 only are most likely (45%). These differences seem unsurprising given the difference in ages of students across settings.

My school gathers the views and experiences of the following at least some of the time:



How well does your school listen to the views and experiences of LGBT+ staff, students, and parents?

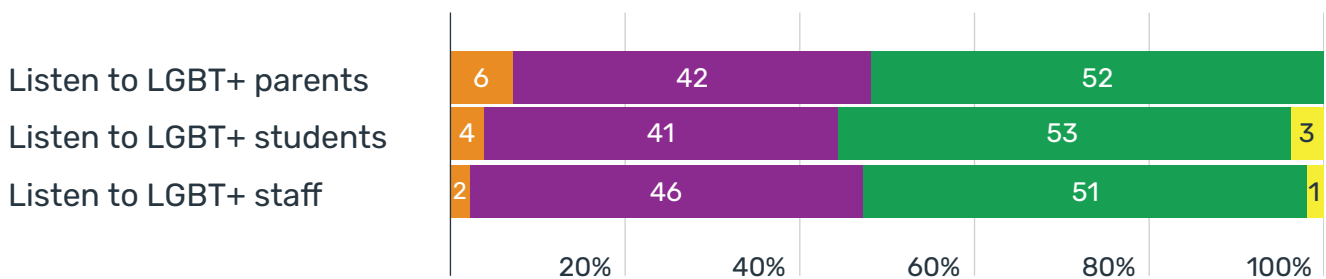
For those who stated that their school does gather the views and experiences of LGBT+ staff at least some of the time, just under half (46%) stated that the school definitely listened to these.

This percentage was even lower for those who stated their school at least sometimes gathers the views and experiences of LGBT+ students (41%) as well as of LGBT+ parents (42%).

However, it is somewhat reassuring that very few stated that their school does not listen to the views and experiences of LGBT+ staff, students, and parents at all if they did gather them.

The school setting and work role seemed to matter much less than it did for gathering views/experiences.

If gathered views, to what extent does the school listen to them?



- Unanswered
- Yes, listens
- Sometimes
- Not at all

How does your school gather these views and experiences?

Although only a relatively small number gave specific comments (around 12%), we were able to identify specific good practice themes that were discussed. We focus on those who had stated that their school did attempt to gather views/experiences of LGBT+ staff, students, and parents:

Gaining views via surveys, not necessarily specific to LGBT+ but can allow LGBT+ voices to be represented and listened to -

E.g. "Views are gathered in regular questionnaires throughout the year, there is no specific LGBT+ meeting, nor an expectation for students or staff to identify as part of the community unless they say it themselves" and 'surveys of staff and teachers'".

Engaging LGBT+ students and parents via specific activities, groups, and apps -

E.g. Wellbeing weeks, letters to parents, LGBTQ+ student groups' and 'Students parliament, TootToot app, tutor forms, LGBT+ related workshops'

Recording and dealing with LGBT+ prejudice and discriminatory behaviour in school -

E.g. Homophobic incidents are recorded and dealt' and 'we have a bullying box online'

Asking specifically for input from LGBT+ staff and students on school policy decisions -

E.g. 'Asking me to look over policies and letters etc. Head is very open and supportive to ideas and suggestions' and 'Through student focus group that I organise and feedback to SLT.'

LGBT+ specific support groups/allyship meetings -

E.g. 'A weekly diversity meeting with multiple staff members - sharing experiences and looking for new ways to champion diversity' and 'A google classroom for LGBT+ and staff allies across the school'.

LGBT+ inclusion in the Curriculum⁷

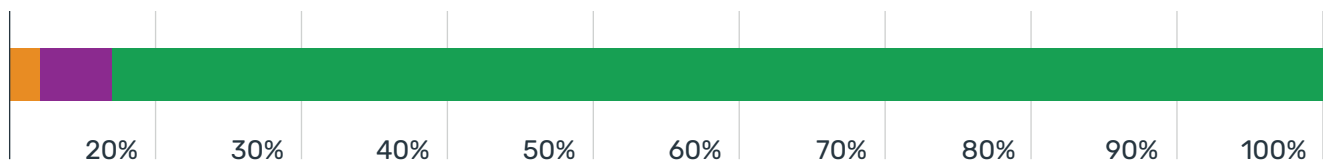
‘It is important to have LGBT+ content in the curriculum’

92% of respondents thought it was important or very important to have LGBT+ inclusive content in the curriculum.

In contrast, only 2% thought it was of no or little importance, with the remaining 6% viewing it as somewhat important.

There was little variation between LGBT+ identities, school settings, and work roles.

How important is it to have LGBT+ inclusive content in the curriculum



⁷ Due to missing data, the subsection about the importance of having LGBT+ content in the curriculum was based on a sample of 730 respondents, the subsection about feeling that one’s LGBT identity influences/informs one’s teaching is based on 794 respondents, and the subsections about when and where LGBT+ curriculum is taught and who delivers it is based on a sample of 720 respondents.

When is LGBT+ inclusive curriculum content taught in your school?

Just over a quarter (27%) stated that LGBT+ inclusive curriculum content is not taught at all.

The main proportion of 38% stated LGBT+ inclusive curriculum content was taught opportunistically, whilst an additional 16% stated that LGBT+ inclusive curriculum content was taught in specific terms.

Only 18% stated that LGBT+ inclusive curriculum content was taught throughout the school year.

There was little variation across work roles and LGBT+ identities, however there was significant variation across school settings, whereby early years/primary school settings were least likely to teach LGBT+ inclusive curriculum content.

When is LGBT+ inclusive curriculum content taught, by setting



Who delivers LGBT+ inclusive curriculum content?

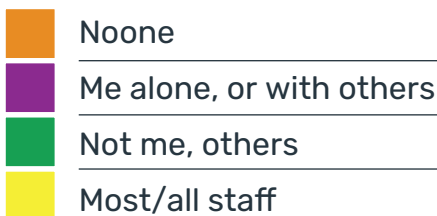
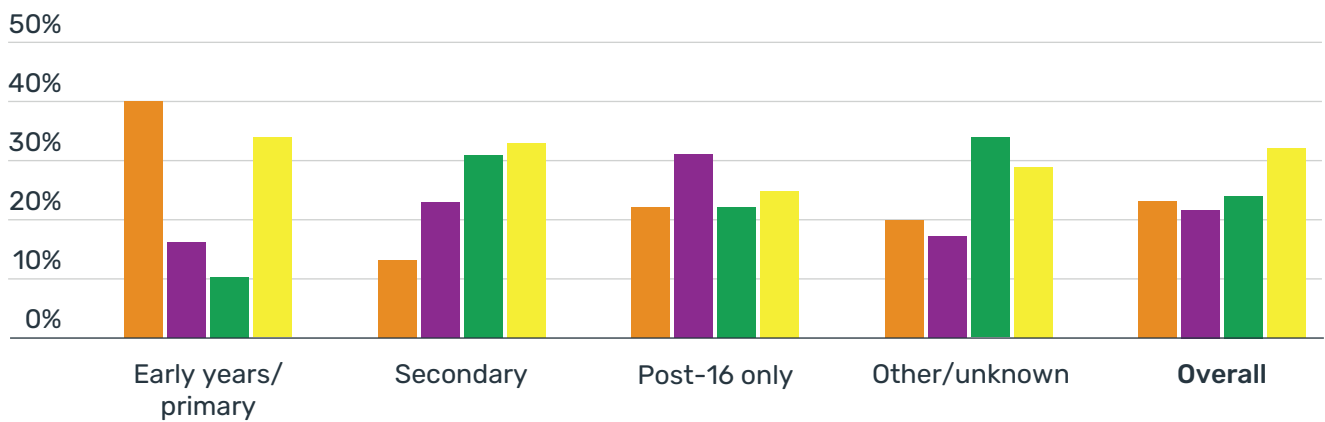
Just under a quarter (23%) stated that no one is responsible for delivering LGBT+ inclusive curriculum content. In contrast, nearly a third (32%) stated that most or all staff were responsible.

Early years/primary school settings showed the strongest dichotomy between those where no-one was responsible (40%) versus those where most or all staff were responsible (34%).

Of the remaining respondents, 21% stated that they alone as LGBT+ staff or with a few others were responsible for delivery and 24% stated they were not involved, rather others were responsible.

There was little variation across roles and LGBT+ identities yet those in support roles were most likely to say they were not involved in delivery (41%), whereas those in management roles were least likely to say that (15%). This is not surprising given the differing responsibilities of these roles.

Who delivers LGBT+ curriculum, by setting



Where does LGBT+ inclusive curriculum content appear?

The majority (65%) stated that LGBT+ inclusive curriculum content appears within (36%) or across (29%) RSE, PSHE, and tutorial provision within the school. This was most likely for those in early years/primary school settings (75%) and least likely in post-16 only settings (42%).

Just under a quarter (23%) stated that LGBT+ inclusive curriculum content appears in some subjects; highest in

post-16 only settings (39%) and lowest in early years/primary schools (10%).

Only 5% stated that LGBT+ inclusive curriculum content appears across most or all subjects versus 8% who stated that it does not appear in any subjects, with little variation across school settings.

Perceptions did not vary greatly across work roles and LGBT+ identities

Where does LGBT+ curriculum appear, by setting

