

Hipsburn Primary School
Lesbian, Gay, Bisexual, Transgender and
Queer + Policy

March 2022



Hipsburn Mission Statement:

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

Contents:

1. The Hipsburn Promise
2. Statement of intent
3. Legal framework
4. Definitions
5. What are transphobic and homophobic incidents?
6. Roles and responsibilities
7. School counsellor
8. Appropriate measures
9. Transition plans
10. Transphobia, homophobia and bullying
11. Communicating with parents
12. Monitoring and review

Appendix

- a) Glossary of Terms
- b) Examples of phrases

The Hipsburn Promise

Everyone can:

- play and learn inside and outdoors
- develop lifelong skills to protect and care for the environment
- learn in an environment where everyone is respected and valued
- be rewarded for trying their best and helping others
- take part in celebrations and community events
- perform to a range of audiences
- eat lunch together, talk and play with friends
- participate in a wide range of clubs
- have their learning enriched through trips and visitors to school
- represent our school in competitions
- take part in Beach and Forest Schools
- experience a residential trip

Statement of intent

All children and young people at Hipsburn Primary School are entitled to a full-time education which is free from discrimination and harassment, regardless of their gender identity. The learning environment in which all our pupils engage should be supportive, safe and welcoming to gender diversity.

At Hipsburn Primary school we aim to provide a caring and inclusive learning environment for all our pupils. Bullying of any kind will always be taken seriously and we will act immediately to ensure we support all parties involved.

This policy has been created with an aim to consistently reduce the stigmatisation of, and improve the educational integration of lesbian, gay, bisexual and transgender (LGBTQ+) pupils.

In all instances, the school shall refer to transgender pupils as "trans" in order to prevent any form of labelling which may be incorrect or insensitive.

The school is committed to valuing; respecting and understanding pupils' differing gender identities, as well as providing continuous support to all pupils.

The main aims of this policy are:

To create and foster a learning environment which is free from harassment and discrimination, regardless of sex, gender identity, sexual orientation or gender expression.

To promote healthy communication between educators, pupils and parents to support the successful education, development and wellbeing of every pupil.

To adhere to relevant legislation concerning bullying, harassment and discrimination.

All staff, parents and pupils will work together to eradicate any instances of discrimination, harassment or bullying, including any which relate to a pupil's gender or identity, in our school.

The school is dedicated to providing appropriate and tailored measures of support for any LGBTQ+Q+ pupil who should require it.

Legal framework

This policy has due regard to the following legislation, including, the following legislation, including, but not limited to:

The Human Rights Act 1998

Keeping Children Safe in Education 2021

The Gender Recognition Act 2004

The Equality Act 2010

The Criminal Justice Act 2003

Education Act 2010

Definitions

For the purpose of this policy:

“Transgender” is defined as an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. An individual may choose to express

their trans identity through a number of means, such as: behaviour, clothing, hairstyles, activities, voices and mannerisms.

"Bisexual" is defined as a man or woman who is romantically, sexually and /or emotionally attracted to people of both sexes.

"Gay" is defined as a person who is romantically, sexually and /or emotionally attracted to people of the same sex, and is usually used to describe a man being attracted to another man. This is also known as being "homosexual".

"Lesbian" is defined as a person who defined as a person who is romantically, sexually and /or emotionally attracted to another woman. This is also known as being "homosexual".

"Coming out" is defined as the process through which an individual recognises that they are lesbian, gay, bisexual or trans*, and may disclose this as their identity to others.

"Transition" is defined as the process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a 'social transition' whereby an individual begins to live with their preferred gender identity.

"Non-binary" is defined as an identity which is neither male nor female, a combination of both, or in-between.

"True gender identity" is defined as an individual's preferred gender, irrespective of the sex assigned to them at birth. An individual may prefer to be a male, female, neither, in-between, or both.

"Queer" is an umbrella term for sexual and gender minorities that are not heterosexual or cisgender.

What are transphobic, homophobic and biphobic incidents?

For the purpose of this policy, "transphobia" is an irrational fear, hatred or abuse of trans individuals which is based on actual or perceived gender identity. Any individual who is described as being transphobic may deliberately and directly harass or disrespect someone who is trans, e.g. by using the incorrect pronoun purposely. Transphobic incidents are often emotionally harmful and must be dealt with as seriously as other bullying incidents within our school. All transphobic incidents should be centred on supporting the victim and managing any future transphobic behaviour.

For the purpose of this policy, "homophobia" is an irrational fear, hatred or abuse of an LGBTQ+ individual. Similar to transphobic bullying, homophobic bullying involves another individual who may deliberately and directly harass or disrespect someone who is an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.

For the purpose of this policy, "biphobia" is an irrational fear, hatred or abuse of an LGBTQ+ individual. Similar to homophobic bullying, biphobic bullying involves another individual who may deliberately and directly harass or disrespect someone who is an LGBTQ+ individual. Biphobic bullying is often based on an actual or perceived sexual orientation.

The above incidents may be referred to under the umbrella term HBT (homophobic, biphobic and transphobic) bullying.

Roles and responsibilities

It is the responsibility of all staff to be alert to possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.

All staff will ensure they meet the unique needs of LGBTQ+ pupils and assess any measures put in place on a case-by-case, individual basis.

The head teacher will hold meetings with parents of LGBTQ+ pupils and discuss the success of support in place, including sharing this information back to the governing body.

The governing body will evaluate and review the success of support available to individual LGBTQ+ pupils on a termly basis.

The head teacher will make any necessary and appropriate changes to the support available to ensure the happiness and development of the pupil.

The school will respect all pupils' right to privacy and will not disclose a pupil's LGBTQ+ status at school to any other pupils, staff members or third parties.

The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and is processed fairly and lawfully.

The school will gain consent from the pupil and parents before any sensitive personal data is processed.

The head teacher will conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge. The headteacher will work with colleagues within the Alnwick Partnership to establish and develop good practice.

The school will establish a protocol for response when a LGBTQ+ pupil comes out, is outed, or experiences bullying.

The school will have measures in place to ensure that appropriate counselling is made available for LGBTQ+ pupils who require immediate interventions, parental assistance and/or personal counselling, via the school SENDCO.

The governing body will evaluate and review this LGBTQ+ Policy and will make sure it is non-discriminatory.

The head teacher will review and amend this policy, considering new legislation and government guidance, and previously reported incidents in order to improve procedures.

The head teacher will keep a record of any reported incidents and the school will work to put measures in place which prevent these reoccurring.

School counsellor

The school has a designated member of staff, Karen Crossman, whose responsibility it is to incorporate and monitor support for LGBTQ+ pupils, in conjunction with the head teacher.

If a pupil 'comes out' in a one-to-one situation with staff member, the staff member will encourage the pupil to talk to Karen Crossman, so that appropriate support can be arranged.

Karen Crossman will work alongside the head teacher, pupil and their parents, if authorisation has been given, to adopt appropriate support for the pupil.

Karen Crossman will discuss a variety of items in a one-to-one discussion with the pupil, after they have disclosed their LGBTQ+ identity. The issues explored include, but are not limited to, the following:

- Whether the pupil has witnessed others talking about being LGBTQ+, including positive, negative and neutral messages
- How the pupil feels about their sexual identity
- The pupil's level of acceptance about their LGBTQ+ identity, exploring their concerns, thoughts and offering reassurance
- What support the pupil has available, including any other LGBTQ+ people
- Ways in which the pupil can be supported by the school and externally, if necessary

Karen Crossman and Mr Moloney will ensure the pupil knows they are available to support them and all aspects of their LGBTQ+ experience within the school.

Karen Crossman will ensure the pupil knows they are able to talk to them about anything they so wish and that this will remain confidential; however, it will be explained that the head teacher and/or their parents will need to be informed where the pupil's safety is believed to be at risk.

Once support is in place, Karen Crossman, will meet with the pupil as much as is needed to discuss the effectiveness of this support and any further support required.

Feedback will be provided to the head teacher, and parents, where necessary.

Victims of transphobic or homophobic bullying will also be referred to Karen Crossman to discuss the issue and devise any support required.

Appropriate measures

Absence:

In line with our Attendance Policy, the school will make reasonable adjustments to accommodate absence requests for treatment and support of LGBTQ+ pupils by external sources.

All absences will be recorded accurately and sensitively by Mr Moloney to ensure privacy of the pupil.

Prejudice-related bullying

Our Anti-Bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any transphobic or homophobic incidents. A list of ways in which HBT (Homophobic, Biphobia and Transphobic) language can be challenged is attached in Appendix 2.

Any incidents which occur shall be reported to the head teacher and recorded in line with the process in our Anti-Bullying Policy.

Teaching of gender identities, sexualities and the LGBTQ+ community will be incorporated into PSHE lessons, sex and relationship education (SRE) and designated school worship to promote an accepting, understanding attitude from other pupils and prevent transphobic incidents. A range of books has been purchased for all year groups to explore gender identities and sexualities.

Teaching of gender identities, sexualities and the LGBTQ+ community will also be included elsewhere in the curriculum where possible, to ensure a whole-school approach.

When educating pupils about gender identities, sexualities and the LGBTQ+ community, activities will be organised appropriate to pupils' year groups and age.

Single-gender activities:

The school will limit the number of single-gender activities unless completely necessary, such as during some PSHE or SRE lessons. Where it is necessary to deliver a single-gender activity, LGBTQ+ pupils will be encouraged to attend the class which represents their true gender identity. The school will avoid providing activities which are only specific for one gender, e.g. only providing dance classes for female pupils. We will ensure that varied programmes are available and are suitable for both genders.

Terminology and language:

The school educates pupils regarding inappropriate language and name-calling, and instances of such will not be taken lightly.

Pupils are instructed not to enquire about LGBTQ+ pupils' sexual orientations or gender identities, unless the LGBTQ+ pupil discloses this information themselves.

The school will enquire as to what terms and pronouns individual LGBTQ+ pupils prefer and avoid using any terms which the pupil may find uncomfortable.

If other pupils at the school experience difficulty in adjusting to a change of terminology, we will encourage pupils to use the first name of the pupil or the terms which the pupil uses to refer to themselves.

A list of regularly used LGBTQ+ terms which the school will employ can be found in Appendix 1.

Training of staff:

All members of staff (teaching and non-teaching) will undergo training through staff meetings and updates. Hipsburn Primary will also:

- Ensure all staff are aware of, and comply with, current legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support LGBTQ+ pupils.
- Provide support for teachers incorporating gender identity into the curriculum.

- Provide support for teachers to effectively manage any discrimination towards gender identity and sexual orientation.
- Provide up-to-date information on the terms, concepts and current understandings of gender identity, gender expression, gender diversity and sexual orientation in children.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to gender identity, gender expression and sexual orientation.

Sports and PE:

All LGBTQ+ pupils at our school are encouraged to engage in PE and sports in a manner consistent with their gender identity. The school will carefully and sensitively manage all PE lessons in order to prevent any discomfort or discrimination the pupil may encounter. For classes of pupils who are entering the latter stages of puberty, the school will assess the appropriateness of full-contact sports prior to the delivery of the lesson. This will be discussed with the pupil and/or their parents.

Use of toilets, changing facilities and general school environment:

The school will ensure that LGBTQ+ pupils are able to access the toilet and changing facilities which correspond with their true gender identity.

The school will ensure there are unisex toilets and changing facilities available on-site which are accessible for all pupils of the school should they wish to use them.

Any pupil who faces discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as curtains or a separate changing schedule.

There are designated safe spaces within our school where LGBTQ+ pupils can discuss issues of gender without fear of discrimination. These will be decided by the pupils in consultation with Karen Crossman.

School uniform and regulations:

All pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code, which is listed on the school website.

Our PE kit employs a gender-neutral uniform and pupils have the right to dress within the constraints of our PE dress code, which is listed on the school website.

Should an LGBTQ+ pupil be required to participate in a swimming activity, sensitive consideration will be given to swimwear options, which will be discussed with the pupil before the delivery of the lesson.

School trips, exchanges and overnight stays:

The school is aware that some countries have differing attitudes towards the LGBTQ+ community. If an LGBTQ+ pupil is required to travel abroad, a full risk assessment and investigation will be required to avoid any discomfort for the pupil. Any risks identified will be managed and discussed between the pupil, head teacher and school counsellor. Appropriate measures and adjustments will be made by the school to facilitate the participation of the LGBTQ+ pupil.

Sleeping arrangements for overnight stays will be discussed between the pupil, head teacher and school counsellor in advance of the trip. Appropriate adjustments will be made as per the pupil's request.

Changing names and gender on documents:

Changes to official documents concerning a pupil's legal name and gender will be altered upon receipt of the Deed Poll Certificate, confirming that such changes have been made pursuant to a court order, or through amendment of state or government-issued identification.

On occasions where we are not required to use a pupil's legal name and gender on other school documents and records, we shall use the name and gender preferred by the pupil.

The head teacher and Karen Crossman will hold a discussion with the pupil as to how they would like to notify other pupils and staff members at the school of their preferred name and gender.

At no time will any member of staff disclose any information regarding a pupil's gender identity to any other pupils, staff members or third parties, unless instructed to do so by the pupil.

Once the pupil has decided how they would like to announce their name change to members of the school community, the school will endeavour to make sure this is positively celebrated.

Local community:

The school has identified local LGBTQ+ groups and will engage with these to ensure access to information is available for LGBTQ+ pupils and their parents. The school will work closely with the Duchess Community High School and other primary schools within the Alnwick Partnership.

The school recognises the need for support out of the school environment and will encourage every LGBTQ+ pupil to become involved in these communities.

The details of these LGBTQ+ groups can be discussed with the head teacher or Karen Crossman.

Changing schools:

The school will ensure it employs effective communication if an LGBTQ+ pupil is changing schools. The LGBTQ+ pupil will be referred to the new school's support team to ensure their wishes are accommodated for, and they can raise any concerns.

The school will ensure that the new school works closely with the LGBTQ+ pupil and their family to ascertain their wishes around confidentiality and requirements in the new environment.

Transition plans

When an LGBTQ+ pupil discloses that they wish to attend the school in their true gender identity, the school will put a transition plan in place to support the pupil, in line with their wishes, needs and concerns.

The transition plan will be created by the head teacher and Karen Crossman in conjunction with the pupil and their parents. If necessary, the pupil can request that their parents are not involved in this process.

The plan will address procedures for each stage of the pupil's transition, including a time frame for each aspect of transition and the support required, to ensure they are happy within the school environment. If necessary, the school may seek support from external, professional advisers when devising the transition plan.

The plan will include the following items:

- How the plan employs relevant school policies and procedures - in particular the school's Anti-Bullying Policy and Positive Behaviour Policy.
- How the pupil wishes for their transition to be communicated to the school community - particular consideration will be given to preventing transphobic bullying and ensuring a positive culture is created

- Whether it is necessary to communicate the pupil's transition to parents of other pupils at the school
- The date of the transition as identified by the pupil – this is the first day of the gender presentation, pronoun usage and name
- The pupil's wishes for use of toilet and changing facilities
- The processes in place to ensure the pupil's preferred pronoun and name will be in place on required documents, registers, etc., on the date of their transition
- Any arrangements for additional staff and pupil training

Transphobia, homophobia and bullying

In accordance with the school's Anti-Bullying Policy, teachers have the power to discipline pupils who engage in misbehaviour either inside or outside the school premises. This can relate to any transphobia, homophobia or bullying incident that occurs anywhere inside or outside of the school premises.

The school recognises that those who are victims of transphobic or homophobic bullying may not be identified as an LGBTQ+ pupil.

Any occurrence of these incidents will be reported to a member of school staff, who will then follow the Positive Behaviour Policy.

In accordance with section 6.2 of this policy, pupils will understand that homophobic and transphobic language will not be tolerated either within or outside of school.

The school will ensure that there are private spaces available within the school for pupils to discuss concerns, if they feel they are, or someone else is, being bullied.

Should an incident occur, the pupil will be informed that this behaviour will not be tolerated, and will be encouraged to reflect on the way in which their behaviour affects others. Support for this pupil will also be put in place for this pupil.

If a pupil persists with homophobic or transphobic bullying in the classroom, the class teacher may decide to remove the pupil from the classroom and discuss their behaviour in further detail with the head teacher.

Mr Moloney will decide which sanctions are necessary, and may consider inviting the parents of the pupil to discuss the matter.

Karen Crossman will hold a meeting with the victim to discuss any support they feel necessary, and will ensure that they continue to feel comfortable within the school environment. If necessary, external support will be sought.

Karen Crossman will ask the victim if they would like their parents to be involved - sensitivity will be given to whether the pupil has disclosed that they are an LGBTQ+ pupil or not, and would rather their parents were not involved.

Feedback will be provided to Mr Moloney regarding the outcomes of the meetings between Karen Crossman and the pupil.

All incidents will be formally recorded in a log book which is kept in Mr Moloney's office.

Communicating with parents

The school will regularly communicate any changes to policies and procedures to parents, to ensure that they are fully aware of the systems in place to prevent transphobic and homophobic bullying. The school will also communicate any planned educational lessons, assemblies or sessions relating to LGBTQ+ issues to parents. These will be communicated in advance, in order to give parents a chance to request their child is withdrawn from the lessons.

If a parent wishes to withdraw their child, Mr Moloney will attempt to explain the school's responsibility to implement anti-bullying prevention strategies, which includes educating pupils about certain issues, in order to encourage the parent to let their child participate.

The school will ensure that parents are aware of, and know how to identify, the signs of bullying, and understand their responsibility to stop their child bullying others, should this occur.

Parents will be informed of the procedures to follow if they wish to raise a concern with the school, as well as the procedures for issuing complaints, in line with the school's Complaints Procedures Policy.

The school will endeavour to ensure that all parents feel actively involved in school life through regular school-to-home communication and participation in decision making.

The school will ensure parents are aware of how they can seek additional support and information if their child is an LGBTQ+ pupil.

Monitoring and review

This policy will be reviewed on an annual basis by the headteacher. The next scheduled review date for this policy is February 2023. When reviewing the policy, Mr Moloney will consider any incidents that have occurred and the effectiveness of the procedures currently in place, as well as any recent governmental or societal changes.

Glossary of terms

Term	Definition
Ally	A person who considers themselves a friend of the LGBTQ+ community.
Asexual	The lack of sexual attraction to anyone, or low or absent interest in sexual activity - known as non-sexuality.
Agender	People who identify as having no gender or being without a gender identity
Assigned sex	The sex an individual is assigned at birth.
Bigender	The person moves between feminine and masculine gender identities and behaviours, often depending on the situation they are in. Some bigender individuals express two distinct "female" and "male" personas, feminine and masculine respectively; whole others find that they identify as two genders simultaneously.
Biphobia	Is an irrational fear, hatred or abuse of an LGBTQ+ individual. Similar to homophobic bullying, biphobic bullying involves another individual who may deliberately and directly harass or disrespect someone who is an LGBTQ+ individual. Biphobic bullying is often based on an actual or perceived sexual orientation.

Bisexual	A man or woman who is romantically, sexually and / or emotionally attracted to people of both sexes.
To “come out”	The process through which an individual recognises that they are lesbian, gay, bisexual or trans*, and may disclose this as their identity to others.
Cisgender	An individual whose sense of personal identity and gender corresponds with their birth sex.
FTM/F2M/trans man/transsexual man	An individual who was assigned female at birth but whose identity is male.
FAAB	Female assigned at birth
Gay	A person who is romantically, sexually and/or emotionally attracted to people of the same sex, and is usually used to describe a man being attracted to another man. This is also known as being “homosexual”.
Genderqueer	A person who identifies their gender identity as being neither female or male, a combination of female and male, or is between or beyond genders.
Gender dysphoria	A medical term given to describe the social/mental/physical difficulties that most trans* people experience.
Gender expression	The way in which a person expresses their gender to others through behaviour, clothing, hairstyles, mannerisms, etc.
Gender fluid	The way in which a gender identity changes over time. An individual who is gender fluid may switch between male,

	female, gender neutral, or any other non-binary identity, or a combination of more than one.
Gender identity	A person's internal feeling of being male or female, regardless of the sex listed on their birth certificate.
Gender recognition certificate	A certificate issued to an individual who requests to have their preferred gender recognised.
GIG	Gender identity clinic.
Homophobia	An irrational fear, hatred or abuse of an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
Intersex	An umbrella term for when an individual is born with a reproductive or sexual anatomy which does not conform to those of a male or female.
Lesbian	A woman who is romantically, sexually and/or emotionally attracted to another woman. This is also known as being "homosexual".
LGBTQ+	An acronym used to describe lesbian, gay, bisexual and transgender individuals.
LGBTQ+I	An acronym used to describe lesbian, gay, bisexual, transgender and intersex individuals.
MTF/M2F/trans woman/transsexual woman	An individual who was assigned male at birth but whose identity is female.
MAAB	Male assigned at birth
Non-binary	An individual who does not conform to the society norms of female/male.

Pangender	People who feel they identify as all genders. This term overlaps somewhat with the term "gender queer", which is an umbrella term for gender identities that are not exclusively masculine or feminine.
Preferred gender	An individual's internal gender identity, not taking into account the sex assigned to them at birth.
Sexual orientation	A common pattern of emotional, romantic and/or sexual attractions to men, women or both.
Stealth	A transgender individual who lives as their transgender identity but who does not reveal their transgender status.
To 'gender'	To assign a gender to an individual based on their behaviour and appearance.
To 'misgender'	To assign a gender to an individual based on the gender they were assigned at birth rather than their gender identity.
To 'transition'	The process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a 'social transition' whereby an individual begins to live with their preferred gender identity.
Trans	An umbrella terms that refers to all identities within the gender identify spectrum other than cisgender men and cisgender women.

Transgender	An inclusive term describing individuals whose gender identity, or gender expression, is different from the sex assigned to them at birth.
Transphobia	An irrational fear, hatred or abuse of trans*individuals, which is based on actual or perceived gender identity.
Transsexual	Somebody who has medically transitioned.

Appendix 2

The following table sets out examples of phrases that may be used by staff and governors when challenging HBT (Homophobic, Biphobic and Transphobic) bullying.

Response Type	Examples of response
Organisational	<ul style="list-style-type: none">• In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay people.• The ground-rules we agreed at the beginning of the lesson said we would show respect to each other.• Some people who are trans find that word insulting so it's not ok to use it in our school.• The anti-bullying policy says that homo/bi/transphobic language is not acceptable.• The organisation's Equality and Diversity Policy says that we are all responsible for making this a safe place for everyone.• That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore, it is unacceptable.• It is really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes.• At this school we want to recognise every persons'

	<p>strengths, and we don't want people to feel limited by expectations that relate to their gender.</p>
Questioning	Examples of response
	<ul style="list-style-type: none"> • What do you think that word means? • What makes you think that? • Do you realise that what you said is homo/bi/transphobic? • Can you explain what you mean by calling that 'gay'? • That word is an insulting term for someone who is trans. Do you know what it means to be trans? • Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them?
Confronting	Examples of response
	<ul style="list-style-type: none"> • Language like that is not acceptable. • You might not think that remark is offensive, but many would. • What you are saying presents a very stereotypical view of what men and women are like. • When you do that it means that people who don't fit into your way of seeing things, can feel left out or ashamed.

Personal	Examples of response
	<ul style="list-style-type: none"> • I'm not happy with what you said. • Homo/bi/transphobic language offends me. I don't want to hear it again. • What you've said really concerns/upsets/angers me. • I'm really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone, including LGBTQ+ people, with respect and that it is therefore wrong to use such homo/bi/transphobic language.