STEP 3
TRAINING FRONTLINE STAFF
Service Delivery Toolkit
How to build an LGBT-inclusive service
WHY TRAIN YOUR FRONTLINE STAFF?

Frontline staff are the face of your organisation. It’s vital they are equipped with the knowledge and confidence to deliver an LGBT-inclusive service. Providing specific training for frontline staff should be a top priority for any employer committed to improving the experiences of LGBT service users.

HOW TO GET STARTED

Before designing training, it’s important to consider the training needs of your frontline staff. You can do this through a simple assessment. Start with the following questions:

- How confident are your staff in their knowledge of LGBT issues and the specific needs of your LGBT service users?
- How confident are your staff in identifying and challenging inappropriate behaviour?
- Are there areas of your service that LGBT people are less engaged with?
- Are there areas of your service that LGBT service users are less satisfied with?
- Do you have LGBT-specific parts of your service that staff should be aware of?

Some of these questions can be answered by carrying out a short staff survey, while others can be assessed through monitoring and consultation exercises (as discussed in Step 2). Answers should be used to shape clear learning objectives to design your training around.

You should also consider whether staff require stand-alone training on LGBT inclusion, or if the content should be incorporated into training you already deliver.
### ASSESSING TRAINING NEEDS

One way to assess the training needs of your staff is to revisit the touch points you mapped in Step 1. For example:

<table>
<thead>
<tr>
<th>Touch point</th>
<th>Example problems and barriers</th>
<th>Staff</th>
<th>Training needs</th>
<th>Format</th>
</tr>
</thead>
</table>
| WEBSITE          | A bi prospective student searches a university’s website for LGBT services and groups. After trying several different terms, they find no results. | Communications officers                    | • Awareness of LGBT groups and services at the university  
• Delivering LGBT-inclusive communications | In person or online with written exercises to check learning. |
| PHONE SERVICE    | A trans woman phones her GP surgery to book an appointment. The receptionist assumes she’s a man and doesn’t accept the name provided. Despite correcting the receptionist, she’s told to visit the surgery to book an appointment. | Receptionists and phone service staff      | • Awareness of trans identities  
• Avoiding assumptions about people’s gender  
• Delivering trans-inclusive phone services | In person - to allow for questions, discussion and practice scenarios. |
WHO TO TRAIN

Training that covers LGBT-inclusive service delivery should be mandatory for all staff who come into contact with service users.

Using the exercise from Step 1 you should map the journey of a service user and the touch points with frontline staff and systems. Ensuring relevant training is implemented for individuals at each of these touch points will help create a fully inclusive service. Tailor the training to different staff, making sure they know how LGBT inclusion specifically relates to their work.

You should also provide this training for line managers of frontline staff. This will allow them to confidently support their staff and cover LGBT inclusion in performance appraisals.

As well as the staff you employ, consider the training needs of any contracted or agency staff who help provide your service. This might include security, catering or call centre staff. Staff training should be investigated in the tendering process for all new suppliers. You should also work with existing suppliers to ensure their staff receive appropriate training and understand their shared responsibility for creating an LGBT-inclusive service.

TRAINING FORMATS

Where possible training should be provided in person, allowing flexibility for staff to ask questions and check their understanding. However, in some cases this may not be practical or cost-effective. If you use online training, make sure to provide staff with a place to ask follow up questions and get further support. Another option is to follow a train the trainer model, equipping staff in different regions to deliver the training themselves.

Some organisations include this training as part of the induction process and require employees to undertake regular refresher courses.

When deciding on the format of your training, be careful to consider:

- The size of your organisation and number of frontline staff
- Staff working without computers
- Staff working in dispersed locations
- Staff with different shift patterns (e.g. night shifts)
WHAT TO INCLUDE

For your training to have a significant impact on the experiences of LGBT service users, it must be tailored to your organisation and sector. However, you should always cover certain key topics:

ORGANISATIONAL POLICY AND RELEVANT LEGISLATION – values of the service, expectations of staff and legal obligations

NEEDS OF YOUR LGBT SERVICE USERS – barriers and inequalities in your specific services, trends in monitoring data and feedback from consultations

SECTOR CONTEXT – relevant national or regional research and guidelines relating to LGBT service users in your sector

TERMINOLOGY, STEREOTYPES AND ASSUMPTIONS – including appropriate and inappropriate language to use when talking about LGBT identities

INTERNAL AND EXTERNAL SERVICES – when and how to refer service users to LGBT-specific services

CHALLENGING INAPPROPRIATE BEHAVIOUR – whether service user to service user, staff member to service user, or service user to staff member

REPORTING PROCEDURES – how to formally report homophobic, biphobic and transphobic bullying and harassment

INVolVING LGBT STAFF AND SERVICE USERS

Some organisations invite members of their LGBT staff network group to help design and deliver their training. Having LGBT network staff leading sessions has the benefit of providing first-hand experience and gives an opportunity to promote the network to new staff members. However, network members should only take on this role if they are happy and willing to do so. Responsibility for the success of training should not fall solely on them.

You should also think about how you might involve LGBT service users. For example, service users who regularly engage with LGBT consultations may be willing to contribute to the training.
KEY CONSIDERATIONS FOR TRAINING

MAKE A CLEAR DISTINCTION BETWEEN GENDER IDENTITY AND SEXUAL ORIENTATION
It’s important to specifically cover trans identities and experiences, as well as explain how staff can create a trans-inclusive service.

DON’T OVER-SIMPLIFY LGBT IDENTITIES
Acknowledge the diversity of the LGBT community, explain the concept of multiple identities and use examples to discuss the different experiences of LGBT people.

USE INTERACTIVE EXERCISES TO AID LEARNING
Guide staff through different scenarios to help them come up with practical approaches and solutions to challenges.

CREATE AN OPEN ENVIRONMENT
Staff should be able to comfortably ask questions and learn from each other’s experiences. If your training is in person, set rules for the session in partnership with participants.

SIGNPOST STAFF TO FURTHER RESOURCES AND SOURCES OF SUPPORT
These may include the internal diversity and inclusion team or external guides.

ACTION PLANNING
To make sure staff put their learning into practice, formal action planning should be built into the training sessions. This encourages participants to think about what they are going to do differently based on what they’ve learnt and commit to practical actions.

STOP, START, CONTINUE
The ‘stop, start, continue’ exercise is one way to help staff shape their action plans. These can be written privately or declared to the group at the end of the session.

For example, the receptionist at the GP surgery from the exercise in Step 1 might declare:

**STOP** – assuming the gender of service users

**START** – using service users’ names instead of sir and madam

**CONTINUE** – to be courteous and polite over the phone

Or the care home staff from the exercise in Step 1 might declare:

**STOP** – ignoring homophobic harassment between residents

**START** – showing a visible commitment to LGBT inclusion in the care home

**CONTINUE** – learning about the best practice for supporting LGBT people in care
EVALUATION AND FOLLOW UP

Training should be continually evaluated to ensure you are achieving the learning objectives and effectively engaging your staff. The best organisations use a combination of methods to follow up, evaluate, and improve their LGBT inclusion training:

- Provide staff with pre- and post-session surveys that measure their confidence in delivering an LGBT inclusive service. Compare responses to evaluate how levels of knowledge and confidence have changed as a result of the training.
- Invite feedback from staff shortly after training on the content, format and delivery of the session. Use this to identify any problems and make appropriate adjustments.
- Follow up with individuals about the action plans they create in training. Reward inclusive service delivery by building these actions into ongoing staff objectives and appraisals.
- Hold refresher courses to keep staff up to date and to check their continual learning. Regularly update course content with emerging best practice.
- Use broad indicators to measure impact on LGBT service user experiences. This could include trends in satisfaction levels of LGBT service users (as discussed in Step 2). You won’t be able to directly attribute progress to the training alone, but this is a good way of measuring the overall success of your inclusion work.
Nottinghamshire Healthcare NHS Foundation Trust works across Nottinghamshire, Leicestershire, South Yorkshire and also hosts national high secure psychiatric services. To help meet the needs of its diverse communities, the Trust is committed to advancing trans equality within services. As well as developing support for trans staff, the Trust has been working to improve the experience of trans service users.

Recognising potential gaps in the knowledge of frontline staff, Nottinghamshire Healthcare introduced trans-specific training sessions. These are delivered to clinical staff in partnership with the Royal College of Nursing. The sessions cover topics including appropriate language, common myths and misunderstandings, and the forms discrimination can take. They are carefully tailored to the healthcare setting, with discussions of relevant legislation, the trans care pathway and ways that clinical staff can create trans-inclusive environments. After the success of these sessions, training has been further rolled out to administrative and corporate staff. 28 sessions have now been delivered, alongside previously existing trans-inclusive equality and diversity training for all staff.

The design of the training programme has been key to its success. Nottinghamshire Healthcare is keen to create a learning environment where staff feel safe to get things wrong, as well as to share their own experiences and ask questions. A number of trans employees have attended the course and have participated in its design and delivery. A variety of different mediums are used to sustain participants’ engagement, for example working interactively through case studies and scenarios specific to the organisation. The training has also been tailored for different staff within the Trust, so it’s clear what a trans-inclusive service looks like for every role. After each session, staff have the opportunity to give feedback, suggest improvements and propose new scenarios. Their ongoing understanding of trans inclusion is monitored through the appraisal and clinical supervision processes.

The work has now been extended. The Trust is engaging school nurses to help support young trans people and is delivering sessions to local prison staff and prisoners. The training package has also been made available to other organisations free of charge, and can be adapted to their individual needs. Using learning from the training programme, Nottinghamshire Healthcare has created a Trans Patient Policy which sets out best-practice guidance for the care of trans patients.
SPOTLIGHT ON: CHESHIRE FIRE AND RESCUE SERVICE

Cheshire Fire and Rescue Service is introducing ‘Safe and Well’ visits, a new evolution of Home Safety Assessments, to help improve the health of potentially vulnerable people. These visits will be offered to Cheshire residents who are aged over 65 or referred to the Service by partner agencies. Working together with community health organisations, these visits ensure vulnerable residents receive the support and information they need.

The Service identified that older LGBT people are potentially at greater risk of fire than the general population, for example because they are more likely to live alone. This has prompted them to include monitoring questions on gender identity and sexual orientation. These will allow the Service to gain a better understanding of their communities and who they’re reaching.

At first, it was clear that some firefighters and community safety staff delivering the visits were not confident asking these questions, or explaining why the questions were being asked. In recognition of this, the Service introduced face-to-face training for staff designed around the specific needs of LGBT service users. Firepride, the Service’s LGBT staff network, was central in steering this work. The training covered topics including use of language, assumptions about gender and relationships, as well as the apprehensions older LGBT people may have accessing the service. Staff were taken through a sample script, which included appropriate responses to challenges they may face from service users when asking monitoring questions.

After pilot sessions, the Service proactively sought feedback and reassessed the needs of their staff. Following this, they adjusted the delivery of the training as well as how the monitoring questions were asked. Improved equality and diversity training will shortly be launched to include the monitoring training. This will ensure that all relevant staff have the skills to support residents. It’s too early to measure the full impact of this work, but the Service will be closely monitoring to see if gender identity and sexual orientation declaration rates grow.
This is the third step in the Service Delivery Toolkit. For the other steps in this series, visit:
www.stonewall.org.uk/servicedelivery

DIVERSITY CHAMPIONS PROGRAMME

Diversity Champions is Britain’s leading programme for ensuring all LGBT people are accepted without exception in the workplace. Join today and receive expert guidance on how to create an equal environment for LGBT staff and service users. We’ll review your policies, give you access to networking with over 700 organisations, and support you every step of the way.

For more information, visit: www.stonewall.org.uk/dc

STONEWALL WORKPLACE CONFERENCES

Held annually in Cardiff, Edinburgh, Manchester and London, Stonewall workplace conferences are Britain’s leading events on LGBT workplace inclusion. Experts bring our guides to life and help you adapt them for your organisation. Sessions cover a range of topics including service delivery, working with limited resources and supporting trans staff and service users.

For more information, visit: www.stonewall.org.uk/workplace-conferences

FURTHER RESOURCES

Stonewall produces a range of best-practice guides and research to help you create inclusive and accepting environments for your staff and service users.

For the full range of resources, visit: www.stonewall.org.uk/workplace-resources

Trans workplace series: Getting it right with your trans service users and customers - DOWNLOAD

Stonewall Scotland: A guide for public authorities on meeting the Public Sector Equality Duty - DOWNLOAD