



Our mission statement: Valuing Potential; Creating Opportunities

ANTI-HBT* POLICY

***Anti-homophobia, -biphobia and -transphobia**

This policy to be read in conjunction with Equality and Diversity Policy, Teaching & Learning Policy, PSHE Policy.

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|----------------|------------------------|---------------------|----------------|
| DATE OF POLICY | SEPTEMBER 2024 | DATE OF REVIEW | SEPTEMBER 2027 |
| MONITORED BY: | SENIOR LEADERSHIP TEAM | FULL GOVERNING BODY | |

VISION

Children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect their current and future needs. Mental health is balanced with academic needs to nurture the whole child.

We strive to provide a fun, inclusive and nurturing environment for children to learn, through challenging lessons with an emphasis on progress and achievement. The curriculum design will be broad and ambitious and provide opportunities for the children to learn about the wider world around them. We aim for them to see themselves reflected within the topics and themes that we choose but also to enhance their awareness and understanding of those who are different from them.

Our outside space is extensive and well resourced. We believe that outdoor provision provides opportunities for children to build the characteristics of effective learning which enables them to achieve across the curriculum and build life skills such as team work, resilience and creative thinking.

The strong community of our school is built upon the relationships between all children, staff, governors and parents. By the time our children leave Hartsbourne we believe that they will be confident, inquisitive learners who will have lifelong happy memories. The skills they develop will enable them to overcome any challenges that they meet and prepare them for secondary school and beyond.

RATIONALE AND LEGAL FRAMEWORK

The school welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and in relation to staff and parents: age, marriage/civil partnership and pregnancy/maternity).

These duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The duties to promote equality in relation to sexual orientation and gender identity are relatively new to many in our community. This policy is provided to support the school community in moving forward to fulfil these duties.



GUIDING PRINCIPLES

In fulfilling the legal obligations, we are guided by the following principles:

Principle 1: All learners and other members of the school community are of equal value

All members of our community have the right to feel safe and valued. There are lesbian, gay, bisexual and transgender people and those who experience some degree of gender dysphoria in every community, including every cultural and religious group. The leadership of all faith communities in Britain confirm that they do not condone or encourage homophobia, biphobia or transphobia.

Principle 2: We recognise and respect difference

We must take account of differences and provide a welcoming and inclusive community for all, including in relation to sexual orientation and gender identity. Lesbian, gay, bisexual and transgender people are welcome as employees, governors, parents, visitors and pupils in our school community.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards diversity including with regard to sexual orientation and gender identity
- positive interaction and good relations between different groups and individuals in an absence of prejudice-related bullying and incidents, including specifically homophobia, biphobia, transphobia and the stereotyping of gender behaviours.

Principle 4: We aim to reduce and remove inequalities and barriers that already exist

We will challenge all instances of homophobic, biphobic and transphobic bullying or derogatory language. We will work towards removing any inequalities and barriers that may exist in relation to sexual orientation and gender identity, including challenging stereotyping. The senior leadership and governing body will monitor progress towards equality and inclusion in relation to sexuality and gender identity. No-one within our community has the right to discriminate against any other member of the school community.

ROLES AND RESPONSIBILITIES

All members of staff are expected to:

- Promote a fully inclusive ethos in the classroom, curriculum and playground in which different families are represented
- Teach pupils that it is unacceptable to be hurtful or negative about any aspects of sexual orientation and gender identity
- Deal with any prejudice-related incidents that may occur
- Teach and support pupils to respect and understand gender diversity
- Provide an age appropriate curriculum that meets the needs of all, including lesbian, gay, bisexual and transgender pupils
- Teach the statutory RSE curriculum (September 2021) through the Jigsaw scheme of work to ensure progressive coverage throughout the school.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented:



- The Staffing Committee of the governing body has a watching brief regarding the implementation of this policy in relation to staffing, employment and recruitment practices, well-being and whistle blowing.
- The Premises Committee of the governing body has a watching brief regarding the implementation of this policy in relation to the school site, visitors, and the learning environment.
- The Curriculum Committee of the governing body has a watching brief regarding the implementation of this policy in relation to the curriculum, the barriers to learning for vulnerable groups and any incident trends.

The headteacher is responsible for ensuring the implementation of the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any prejudice related incident or unlawful discrimination.

Parents are expected to support the equality and diversity principles of the school and actively ensure their children do not discriminate against others on grounds of sexual orientation or gender identity, including supporting the school to prevent the use of derogatory language, any forms of social exclusion and to challenge gender stereotyping.