

# Bedwell Primary School



## EQUALITY INFORMATION AND OBJECTIVES 2017-2018 (incl. Addendum 1 - Anti-homophobia and anti-transphobia Policy)

At Bedwell we treat each other with respect. We are a safe, happy and supportive school community, where everyone can enjoy learning to achieve their goals.

Bedwell School is committed to providing equality of opportunities to all. We are proud to be an inclusive school that supports all children and adults.

We aim to inspire and empower our children to learn by providing a stimulating and exciting learning environment. We will provide a modern and relevant curriculum to enable all children to achieve their full potential regardless of gender, beliefs and academic ability. We recognise each child as an individual and encourage them to become resilient, independent, confident and happy children who can think for themselves. This is underpinned by a core set of values, which will prepare them for today's society: Resilience, Independence, Confidence and Happiness

### **School Context**

Bedwell Primary School and nursery is a one and a half form entry school situated in a socially deprived residential area of Bedwell, Stevenage, near to the Town Centre and Fairlands Valley Park. We have a variety of internal facilities including a library in both key stages, two halls, a nurture group, a sensory room and an annexed facility for meetings with parents and external agencies. Outside, there is a large playing field, garden play areas for the children in foundation and key stage one and our own forest area where the children can go to learn. We also have a breakfast club which is open from 7:50 every morning.

### **Legal Background**

Bedwell Primary School is committed to meeting the **public sector equality duties** (PSED) as detailed below. We understand that the duties apply to service delivery and employment and staff management, as well as policy development and implementation.

### **Our General Duty under the Equality Act 2010:**

The purpose of the Bedwell Primary School Equality Scheme is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.
- **Review & Monitor** implementation and changes to the Equality Act 2010 with a view to adopting best practice and adhering to all statutory guidance.

The Specific Duties of the Act enable schools to meet their obligations under the PSED.

**The specific duties require schools to:**

- Publish annually information quantitative and qualitative, showing compliance with PSED set out in clause 149 of the Equality Act 2010.
- To set every 4 years or more specific measurable equality objectives that furthers the aims of the equality duty.

**Protected Characteristics**

The Equality Act 2010 protects pupils and staff from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provision are: □

- Age\*
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership\*

\*for staff only

## **Disability**

At Bedwell Primary School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs.

These are the same duties as previously existed under the Disability Discrimination Act 2005 and which have been replicated in the Equality Act 2010.

## **Community Cohesion**

Community cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

## **Commitment to Implementation**

The Head Teacher retains overall responsibility for ensuring that the objectives detailed in the following action plan are delivered effectively.

Managers and key staff will report to the Head Teacher on actions and progress.

There will be a report on equality and diversity to the Full Governing Board meetings.

All staff are responsible for delivering the scheme both as employees and in relation to their area of work.

## Objectives

### **Action Plan Objectives**

For the academic year September 2017 to August 2018 the plan objectives are as follows:

1. To raise teachers' expectations of what all pupils in the school can achieve and provide greater challenge, particularly for the most-able pupils.
2. To ensure disabled pupils and those who have special educational needs make expected progress from their starting points, with some making rapid progress. The work that is set is linked to their needs and they are well supported.
3. To further improve training for support staff; training is available to support teaching assistants to ensure that there is a consistent approach to working with specific pupils or groups to support their achievement.
4. Further improve equality guidance for support and fair treatment of all staff and pupils.
5. To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.

## 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 sexuality and gender
- deal with any prejudice-related incidents that may occur
- teach and support pupils to respect and understand diversity

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 Personnel and finance 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. They also have 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 implementing 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 cases of 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 sexuality or gender identity, including supporting the school to prevent the use of derogatory language and any forms of social exclusion.

## Addendum 1

### **Anti-homophobia and anti-transphobia Policy**

To be read in conjunction with the Equality and Diversity Policy

#### **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 sexuality 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. It should be understood that there are lesbian, gay and bisexual people and those who experience 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 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, 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/transphobic bullying or derogatory language and work towards removing any inequalities and barriers that may exist in relation to sexual orientation and gender identity. The senior leadership and governing body will monitor progress towards equality 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.