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The British School of Gran Canaria

Equal Opportunities

Policy Document



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THE BRITISH SCHOOL OF GRAN CANARIA

EQUAL OPPORTUNITIES POLICY

1. Scope

This policy applies to British School of Gran Canaria students and staff, and for all activities within the school and during school day, and outside of school premises and normal hours. The policy is written in accordance with the Equality Act 2010, “The Equality Act 2010 and Schools – Departmental advice for school leaders, school staff, governing bodies and local authorities” (Department for Education UK, May 2014) and Spanish Law 62/2003 on fiscal, administrative and social measures, *Título II, Capítulo III (BOE, 31 December 2003) and Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres.*

The policy applies to:

- education (teaching and learning, enrolment, student management, student services and curriculum development and delivery);
- provision of goods and services (extracurricular activities, camps, parent–teacher interviews, access to facilities);
- school sport;
- employment at the school (recruitment, allocation of duties, employment conditions and access to benefits such as training, promotion and leave).

2. Definitions

Throughout this document the following words, terms and phrases have the following meanings:

Staff – adults who are employed and work within The British School of Gran Canaria.

Normal school hours – refers to the school day, which runs from 8.30am to 3.45pm, but also includes Enrichment time at the end of the school day, from 3:45-4:45pm.

BSGC – The British School of Gran Canaria.

Pupils – synonymous with students.

Protected characteristics – the personal characteristics to which the law applies.

Outside Activities – this includes visits, which usually take place during normal school hours e.g. visit to a local museum, and trips which include a residential element, and can extend over a weekend or into a school holiday period.

Comité de Igualdad – school committee comprising of representatives workers and employers to review and monitor equality in the work place.

Comité de Empresa – elected employee representatives, affiliated to a recognised Union.

3. Rationale

BSGC aims to provide a welcoming, supportive, and emotionally and physically secure learning and working environment for every member of the school community. BSGC recognises and promotes human rights, and values the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole school community. This policy is intended to put BSGC's commitment into practice.

4. BSGC's Commitment

BSGC aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential.

We fundamentally believe that BSGC is enriched by the diversity of its community, and actively champions and celebrates this richness. In such an environment, discrimination, harassment, vilification, bullying and victimisation are not accepted and the school is committed to ensuring that the daily working environment is one of acceptance and respect.

- BSGC will take action to prevent discrimination, harassment, vilification, bullying and victimisation and to promote a safe and inclusive school.
- BSGC will take immediate and appropriate action to address and resolve equal opportunities issues and complaints.
- BSGC will promote human rights both in terms of school policy and practice, and within its educational activities and culture.

This school supports the Equality Act 2010 and Spanish Laws 62/2003 and 3/2007, which identifies 'protected characteristics' in reference to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics is unlawful. The protected characteristics are:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion or belief,
- sex,
- sexual orientation

BSGC also considers that marital status, paternal leave nor professional category in the school's organisation should lead to different treatment or consideration when compared with others.

5. Unacceptable treatment

No member of the BSGC community will be treated less favourably because they possess any of the protected characteristics nor will such characteristics affect their access to benefits, services and opportunities provided by the school.

Unacceptable behaviour or treatment of another could manifest itself in acts of discrimination, harassment, vilification, bullying and victimization. Being aware and vigilant to these negative behaviours is important and each is described below.

Discrimination – can be direct or indirect – both are against the law.

- Direct discrimination means treating someone unfairly or less favourably because of a protected characteristic, or because of their association with someone identified with one of these characteristics. Examples - refusing to allow a Muslim student to wear the hijab as part of her school uniform or failing to hire a suitably qualified teacher because of their sexual orientation.
- Indirect discrimination occurs when applying an expectation that has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example - imposing a requirement that all students take notes from the whiteboard without assistance may unreasonably disadvantage a student with vision impairment.

Harassment - the unwanted conduct, related to a protected characteristic, which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. Such behaviour may make the school an unfriendly or uncomfortable place by:

- humiliating (putting someone down),
- seriously embarrassing,
- offending (hurting someone's feelings) or
- intimidating (threatening someone so they behave in a certain way).

Harassment can take the form of name calling, stereotyping jokes and offensive comments and can include:

- physical abuse;
- offensive or hostile language;
- offensive jokes or banter;
- belittling or derogatory remarks to or about someone;
- teasing or taunting;
- offensive nicknames;
- the transmittal of offensive material by email;
- mimicking someone's accent or mannerisms in a demeaning way;
- ignoring someone.

Sexual harassment is an unwelcome sexual advance, request for sex or any other sexual behaviour that a reasonable person would know or expect would offend, seriously embarrass or humiliate another. Sexual harassment can take the form of unwanted touching, unwelcome sexual innuendo or jokes, displaying sexually explicit material.

Vilification - behaviour (through words or actions) that incites hatred, serious contempt or ridicule of another person or group of people because of their race or religious belief. Vilification might include

public threats of harm, encouraging others to hate someone because of their religion, racist statements made in public or racist graffiti.

Bullying - unacceptable and is unreasonable behaviour that is intimidating, threatening or humiliating and repeated over time or occurring as part of a pattern of behaviour. Bullying can be physical, verbal or indirect, and creates an unfriendly, threatening or offensive environment. Bullying can include taking or damaging other people's property, excluding or isolating someone, subjecting someone to homophobic abuse based on their sexual orientation, deliberately withholding information so as to affect their work performance, threatening not to renew an employment contract.

Victimisation - treating someone unfairly or otherwise disadvantaging them because they have made an equal opportunities complaint or might do so in the future.

6. Training

Training in equal opportunities will be provided to members of the *Comité de Igualdad* and managers involved in recruitment or other decisions concerning staff.

Additionally, all staff will receive regular training, so they are more informed and able to support the school's commitment in this area with a focus on the implementation and awareness of policies, auditing the curriculum in all key stages and subject areas to ensure representation, increasing visibility in the environment to create a welcoming school plus engaging pupils, staff and parents in awareness raising initiatives and events.

All training and CPD opportunities must ensure equal access for all staff, irrespective of their age, disability, gender identity, family status, race, religion, sex, sexual orientation and part-time status.

Training will be flexible as regards to:

Timing - so as not to disadvantage employees who, because of family commitments or for religious reasons, cannot work on a particular day or at a particular time duration of individual sessions and regular breaks.

Venue - which should be suitable for people who have limited mobility or who use a wheelchair.

7. Grievances

If a member of the school community considers that they may have been unlawfully discriminated against, they may use the school's Concerns and Complaints Policy or the Anti-Bullying Policy to raise their grievance.

Similarly, the school's Whistle Blower Policy, is another way in which a worry or grievance can be shared, concerning oneself or another person.

8. Rights and Responsibilities

Under this policy, every member of the BSGC has the right to learn and work in a safe and inclusive environment free of discrimination, harassment, bullying, vilification and victimisation. Underpinning this policy is the school's commitment to equal opportunities and the responsibility all community members to respect and promote human rights and support BSGC in and the elimination of unlawful discrimination.

Acts of discrimination, harassment, bullying or victimization are disciplinary offences and will be dealt with under according to established disciplinary procedures. Discrimination, harassment, bullying or victimization may constitute gross misconduct and could lead to dismissal without notice or prosecution as a criminal offense.

We record and monitor all discriminatory incidents through a robust behaviour framework with established disciplinary procedures that refer to the protected characteristics:

- Ageism
- Sexist
- Racism
- Homophobia, biphobia
- Transphobia
- Disablism and ableism
- Religionism
- Marital, civil partnership and maternity discrimination

Additionally, we monitor equity, diversity and inclusion (EDI) by ensuring:

- team and department meetings have EDI as an agenda item.
- using CPOMS we record and monitor the number of bullying incidents by protected characteristic and take appropriate action as outlined in the behaviour policy.
- that EDI is embedded across curriculum areas.
- governors report on the successes and challenges in relation to EDI.
- we provide annual training for teaching and support staff, leadership team and governors.
- we give opportunities for positive stories to be highlighted in assemblies and other whole school frameworks.
- we obtain regular feedback from pupils, staff, parents and the wider community.

9. Comité de Igualdad

As part of the school's Equal Opportunities commitments, and obligations related to the *Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres*, BSGC has established a *Comité de Igualdad*. This committee comprises of representatives from the *Comité de Empresa* and from the school, and was initially established to guide construction of the *Plan de Igualdad* and, following the creation of this policy, monitors its implementation and resolution of issues.

10. Policy Framework

The BSGC Equal Opportunities policy is part of the school's broader policy framework that promotes safe and inclusive schools and the protection of human rights. Other relevant and related BSGC policies include:

- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy;
- Behaviour Policy;
- Concerns and Complaints Policy;
- Sexual Violence and Sexual Harassment Policy;
- Staff Sexual Harassment Policy;
- Whistle Blowing.
- Ethical Channel

11. Equity, Diversity, Inclusion & Belonging

BSGC is committed to ensuring that equity, diversity & inclusion goals are adhered to in our school community; we do this to promote a sense of belonging where all can thrive and reach their full potential:

Equity: The recognition that we all start from different places.

Ensures that everyone is treated fairly and has access to the resources and opportunities they need. Equity considers the historical, social, and systemic issues that impact people's needs.

Diversity: Having a seat at the table.

Recognizes and values people's different backgrounds, experiences, skills, and knowledge. Diversity is a measure of representation in a community or population

Inclusion: Having a voice and having your voice heard.

Creates an environment where people feel accepted, respected, and valued for their differences.

The Protected Characteristics – (Appendix 1 for guidelines)

Age: The Equality Act 2010 section 5.2: In schools, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils. Staff must not be discriminated against because:

- they are (or are not) a certain age or in a certain age group
- someone thinks you are (or are not) a specific age or age group, this is known as discrimination by perception
- you are connected to someone of a specific age or age group, this is known as discrimination by association

Guidelines:

- o We expect staff to work together in a constructive and positive manner
- o Our resources will portray people of all ages which are positive and non-stereotypical

- o Staff will be welcomed and valued no matter their age
- o Incidents of bullying and harassment, including bullying and harassment based on age will be dealt with in an effective and consistent manner
- o Staff are protected whether they are a permanent, fixed-term, full-time, part-time, supply or agency teacher
- o All staff regardless of age are given equal opportunities for new roles and promotions

Disabilities: The Disability Discrimination Act (1995 and 2005) places a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations, this may mean making reasonable adjustments.

Guidelines:

We ensure pupils with disabilities and/or additional needs:

- o Can access all facilities and the resources available within the school
- o Have a fully integrated education alongside other pupils
- o Be given, if necessary, additional support to ensure that they fulfil their potential
- o Be provided with an education appropriate to their age, aptitude and ability
- o Have access to the same broad, balanced and relevant curriculum as other pupils

Gender Reassignment: The Equality Act 2010 and Schools 2014 section 3.14: Gender reassignment is defined as and applying to anyone who is undergoing, has undergone or is proposing to undergo a process of reassigning their sex by changing physiological or other attributes. This means that to be protected under the act, a pupil will not necessarily have to be undertaking a medical procedure but must be taking steps to live in their preferred gender or proposing to do so.

The Organic Law 3/2020 promotes quality education: The law aims to promote quality education for all students, without discrimination based on sexual orientation and gender identity.

Spanish Law from 1 March 2024, sets out self-determination for those 16 years old or over, parental consent for those 14-15 years old, and court authorisation for those aged 12-13. All applicants will however have to register their application, wait for up to three months, and then re-affirm their desire for legal gender recognition

Guidelines:

- o We welcome all gender diverse pupils and children of transgender parents
- o Our policies ensure gender diverse pupils are not treated less favourably than other pupils
- o We have a robust anti-bullying framework to challenge any discriminatory incidents towards gender diverse pupils or staff
- o We provide a broad and balanced curriculum that incorporates representation of gender diverse people, their lives, history and rights in accordance with UK Relationships and Sex Education 2019 with update 2024, DFE Guidance and Spanish LOPIVI.
- o We provide pastoral support for all pupils and their parents including gender diverse young people and their families

Marriage and Civil Partnership: The Equality Act 2010 Chapter 1: Section 8: A person is protected if the person is married or is a civil partner.

Guidelines:

- o We welcome all pupils, staff and parents including those who are married or are in a civil partnership
- o We recognise marriages and civil partnerships of all genders and sexual orientations

- o Our teaching of marriage and civil partnerships comes through our PHSE curriculum and is taught in a respectful, factual and supportive manner by experienced and highly skilled staff members
- o From early ages, children learn about different family structures, including families with married parents, single parents, and families with same-sex parents.
- o Pupils learn about the legal rights, responsibilities, and protections of different long-term commitments.
- o Pupils learn that forced marriage is illegal and how to seek help if they are concerned.
- o Pupils analyse different attitudes towards marriage and civil partnerships.
- o Pupils learn about the roles, responsibilities, and challenges of parenting.

Pregnancy and Paternal Leave: The Equality Act 2010 and Schools 2014 section 1.12 The Act extends protection against discrimination on grounds of pregnancy or parental leave to pupils, so it will be unlawful-as well as against education policy for a school to treat a pupil unfavourably because they are pregnant or a new parent.

Guidelines:

Pupils:

- o We will arrange suitable full-time education for any pupil of compulsory school age who is pregnant or has recently had a baby
- o We aim to keep pregnant pupils or school-aged parents in education, even if they can't attend for a time.
- o We provide support to help students continue their education, including:
 - A member of staff to act as an advocate and help students take responsibility for their education.
 - Provide a support plan to address emotional well-being, health and safety, and childcare arrangements.
 - Maintaining communication with students during maternity leave, such as by calling them or visiting their homes.
 - Include pupils in special events and activities to promote a sense of belonging.
 - Flexibility when students reintegrate, accommodating their needs and concerns.

Staff:

We support staff on pregnancy and parental leave by:

- o Valuing our staff by supporting them on their return to work.
- o Paying staff correctly by ensuring that pay decisions are not discriminatory.
- o Keeping staff informed of vacancies and changes.
- o Treating staff equally if they are pregnant or on parental leave.
- o Providing keeping in touch arrangements by provide accessible arrangements to ease new parents on their return to work.
- o Including staff on family leave in the appraisal process

Race and Nationality: The Equality Act 2010 section 3.7: The definition of race includes colour, nationality and ethnic or national origins. This also includes ethnic or national origins, which may not be the same as current nationality.

Guidelines:

- o Where appropriate, the curriculum will celebrate cultural diversity
- o Where appropriate, pupils will have opportunities to discuss bullying and prejudice, and things that people share as well as things that make us different and special

- o Every year, lessons and activities will incorporate a variety of festivals reflecting our diverse society
- o Resources will portray members of different cultural groups in ways which are positive and non-stereotypical
- o Accurate information will be kept about the background, first language and religion of all pupils
- o The dietary needs of all pupils will be met
- o Members of all cultures and backgrounds will be welcomed and valued
- o Racist incidents will be dealt with in an effective and consistent manner
- o Staff will take part in compulsory training to deepen and broaden their understanding of issues to do with race equality.

Religion and Belief: The Equality Act 2010 section 3.11: Defines religion as being any religious or philosophical belief. A lack of religion or lack of belief are also protected characteristics. Religion will include all major faith groups and belief will include non-religious worldviews.

Guidelines:

- o We provide quiet, private spaces for students to pray or meditate, such as a multi-faith room.
- o We recognize and accommodate religious holidays and observances by allowing flexible exam schedules or excused absences.
- o We incorporate lessons on world religions and diverse religious practices into the curriculum.
- o We provide training for teachers and staff on cultural competency and religious sensitivity.
- o We support students from a particular community of religion and belief who wish to practice their faith in non-curriculum time.
- o We create an environment where students have the language to engage in respectful discussion.
- o We teach religion in an informative way that covers as many beliefs and viewpoints as possible.

Sex: The Equality Act 2010 section 3.17: Schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. There should be no practices which could result in unfair, less favourable treatment of boys or girls.

The Organic Law 3/2020, one of five key focuses states: Ensuring gender equality, preventing gender violence, respecting diversity and ensuring an inclusive and non-sexist education.

Guidelines:

- o Registers will not separate by sex because pupils will be listed alphabetically
- o All pupils will have equal access to all curricular opportunities and activities
- o We expect all sexes to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that the gap between sexes does not increase.
- o All pupils will be expected to work together in a constructive and positive manner.
- o Resources will be audited to ensure that they show all sexes involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what different sexes can and should do.
- o When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship.

- o Pupils will be discouraged from using sexist language and commended when they challenge such language.
- o We expect the same standards of tidiness and politeness from different sexes.
- o We actively avoid gender stereotypes in seating plans and sports teams.

Sexual Orientation: The Equality Act 2010 explanatory notes: You are protected if you are gay, lesbian, bisexual or heterosexual or are perceived to be (discrimination by perception) or are connected to someone with a particular sexual orientation (discrimination by association)

The Organic Law 3/2020 Promotes quality education: The law aims to promote quality education for all students, without discrimination based on sexual orientation and gender identity.

Guidelines:

- o We teach about sexual orientation and gender identity in an age-appropriate and inclusive way. This includes teaching about healthy and stable same-sex relationships, and how to identify and challenge.
- o We create a safe space where students feel comfortable expressing their sexuality and gender identity. This includes teaching students about bullying, and how to use appropriate language to refer to LGBTQ people.
- o We include LGBTQIA+ people and history in our curriculum by introducing students to LGBTQIA+ role models and providing professional development for school staff.
- o We listen to and respond to the views of students to ensure our policy meets the needs of our community.

12. Support Services and Organisations

RECURSOS INSTITUCIONALES, COLECTIVOS Y ASOCIACIONES

A) ÁMBITO EDUCATIVO

Coordinación desde la Consejería de Educación, Universidades, Cultura y Deportes:

Área de Igualdad y Educación Afectivo Sexual del Servicio de Innovación:

928455501/ 922423585/922423796

Área de Salud escolar y Estilos de Vida Saludables: 928455559 / 922423597

Equipo de Gestión de la Convivencia Escolar: 928455474 / 922473918

Inspección de Educación: 928/922

Centros del profesorado: (detallar teléfonos de cada uno)

B) ÁMBITO SANITARIO

Servicio de Atención Sanitaria para persona trans* - TRANSCAN

Provincia de Las Palmas de Gran Canaria. mcabberb@gobiernodecanarias.org

ASOCIACIONES Y COLECTIVOS LGBTIQ+ Y TRANS* in Gran Canaria

CHRYSTALLIS CANARIAS A.F.M.T.

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Teléfono: 928 43 34 27 / 605 89 20 51; Teléfono / Fax: 928 38 31 69 Paseo Tomás Morales, n.º 8, bajo, 35003, Las Palmas de Gran Canaria.

E-mail: gama@colectivogama.com

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ASOCIACIÓN DRAGA ESPACIO FEMINISTA – LGTBIQ*

Teléfono: 928382485

Paseo de Chil n.º 3, bajo, 35014, Las Palmas de Gran Canaria

E-mail: administracion@dragafeministas.org

Web: www.dragafeministas.org

EQUAL LGBTI+: Asociación LGBTI+ en el sureste de Gran Canaria

E-mail: equalgtb@gmail.com

ARANDA- Asociación LGBTIQ+ en Norte de Gran Canaria

E-mail: arandalgtbi@gmail.com

Appendix 1 – Protected Characteristics Guidelines

Age Guidelines

- We expect staff to work together in a constructive and positive manner.
- Our resources will portray people of all ages which are positive and non-stereotypical.
- Staff will be welcomed and valued no matter their age.
- Incidents of bullying and harassment, including bullying and harassment based on age will be dealt with in an effective and consistent manner.
- Staff are protected whether they are a permanent, fixed-term, full-time, part-time, supply or agency teacher.
- All staff regardless of age are given equal opportunities for new roles and promotions.

Disabilities Guidelines

- We ensure pupils with disabilities and/or additional needs:
 - Can access all facilities and the resources available within the school
 - Have a fully integrated education alongside other pupils
 - Be given, if necessary, additional support to ensure that they fulfil their potential
 - Be provided with an education appropriate to their age, aptitude and ability
 - Have access to the same broad, balanced and relevant curriculum as other pupils
 - Have access to in school support, provided and coordinated by the Learning Support team.

Gender Reassignment Guidelines

- We welcome all gender diverse pupils and children of transgender parents.
- Our policies ensure gender diverse pupils are not treated less favourably than other pupils.
- We have a robust anti-bullying framework to challenge any discriminatory incidents towards gender diverse pupils or staff.
- We provide a broad and balanced curriculum that incorporates representation of gender diverse people, their lives, history and rights in accordance with UK Relationships and Sex Education 2019 with update 2024, DFE Guidance and Spanish LOPIVI.
- We provide pastoral support for all pupils and their parents including gender diverse young people and their families.

Marriage and Civil Partnership Guidelines:

- We welcome all pupils, staff and parents including those who are married or are in a civil partnership.
- We recognise marriages and civil partnerships of all genders and sexual orientations.
- Our teaching of marriage and civil partnerships comes through our PHSE curriculum and is taught in a respectful, factual and supportive manner by experienced and highly skilled staff members.
- From early ages, children learn about different family structures, including families with married parents, single parents, and families with same-sex parents.
- Pupils learn about the legal rights, responsibilities, and protections of different long-term commitments.
- Pupils learn that forced marriage is illegal and how to seek help if they are concerned.
- Pupils analyse different attitudes towards marriage and civil partnerships.
- Pupils learn about the roles, responsibilities, and challenges of parenting.

Pregnancy and Paternal Leave Guidelines

Pupils:

- We will support a suitable and adapted education for any pupil of compulsory school age who is pregnant or has recently had a baby.
- We aim to keep pregnant pupils or school-aged parents in education, even if unable to attend for a time.
- We provide support to help students continue their education, including:
 - A member of staff to act as an advocate and help students take responsibility for their education.
 - Provide a support plan to address emotional well-being, health and safety.
 - Maintaining communication with students during maternity leave.
 - Include pupils in special events and activities to promote a sense of belonging.
 - Flexibility when students reintegrate, accommodating their needs and concerns.

Staff:

We support staff on pregnancy and parental leave by:

- Valuing our staff by supporting them on their return to work.
- Keeping staff informed of vacancies and changes.
- Treating staff equally if they are pregnant or on parental leave.
- Providing keeping in touch arrangements by provide accessible arrangements to ease new parents on their return to work.
- Including staff on family leave in the appraisal process

Race and Nationality Guidelines

- Where appropriate, the curriculum will celebrate cultural diversity
- Where appropriate, pupils will have opportunities to discuss bullying and prejudice, and things that people share as well as things that make us different and special
- Every year, lessons and activities will incorporate a variety of festivals reflecting our diverse society.
- Resources will portray members of different cultural groups in ways which are positive and non-stereotypical.
- Accurate information will be kept about the background, first language and religion of all pupils.
- The dietary needs of all pupils will be met.
- Members of all cultures and backgrounds will be welcomed and valued.
- Racist incidents will be dealt with in an effective and consistent manner.
- Staff will take part in training to deepen and broaden their understanding of issues to do with race equality.

Religion and Belief Guidelines

- We provide quiet, private spaces for students to pray or meditate, such as a multi-faith room.
- We recognize and accommodate religious holidays and observances by allowing flexible exam schedules or excused absences.
- We incorporate lessons on world religions and diverse religious practices into the curriculum.
- We provide training for teachers and staff on cultural competency and religious sensitivity.
- We support students from a particular community of religion and belief who wish to practice their faith in non-curriculum time.

- We create an environment where students have the language to engage in respectful discussion.
- We teach religion in an informative way that covers as many beliefs and viewpoints as possible.

Sex Guidelines

- Registers will not separate by sex because pupils will be listed alphabetically.
- All pupils will have equal access to all curricular opportunities and activities.
- We expect all sexes to perform equally well in all subjects and activities, and we will monitor pupil achievement and participation to ensure that the gap between sexes does not increase.
- All pupils will be expected to work together in a constructive and positive manner.
- Resources will be audited to ensure that they show all sexes involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what different sexes can and should do.
- When appropriate, stories and poems which challenge gender stereotypes will be read in class and during acts of collective worship.
- Pupils will be discouraged from using sexist language and commended when they challenge such language.
- We expect the same standards of tidiness and politeness from different sexes.
- We actively avoid gender stereotypes in seating plans and sports teams.

Sexual Orientation Guidelines

- We teach about sexual orientation and gender identity in an age-appropriate and inclusive way. This includes teaching about healthy and stable same-sex relationships, and how to identify and challenge
- We create a safe space where students feel comfortable expressing their sexuality and gender identity. This includes teaching students about bullying, and how to use appropriate language to refer to LGBTQ people.
- We include LGBTQIA+ people and history in our curriculum by introducing students to LGBTQIA+ role models and providing professional development for school staff.
- We listen to and respond to the views of students to ensure our policy meets the needs of our community.