



Sexuality & Gender Equality Policy

Doc reference:	Issue:	Supersedes:	Status:	Produced on:
MP/0005	1	None, first issue	Approved	15 Jan. 18

Document type:	Author:	Pages:
Miscellaneous Policy	Sue Tickle	6

Summary:

This is a policy for Sexuality & Gender Equality.

Approved:

Date:

Reviewed:

Dates:

0 DOCUMENT CONTROL

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0.2 Document Cross References

Ref1	TBS	HPS Documents Index	
Ref2	MP/0002	HPS Documents Template	Chris Neale

0.3 Changes Forecast

- 1. None

0.4 Changes from Previous Issue

Issue 1: This is a new policy, based on a Tameside model policy.

1 OVERVIEW

In Hollingworth Primary School all will be treated equally and given equal opportunity regardless of gender or sexuality. All children will have equal access to the curriculum, teaching, learning, and activities provided by the school. Teachers will ensure that children across all genders are fully and equally included in lessons and given equal access to time and resources. Learners' achievements and assessment data will be analysed to see if there are significant differences in achievement between boys and girls, and where necessary, appropriate action will be taken to ensure that all have equal opportunity to achieve.

2 OBJECTIVES

- To ensure that all children regardless of gender or sexuality are treated equally.
- To ensure that all children have equal access to the curriculum, teaching, learning and resources. To recognise, celebrate and record learners' achievements, progress and successes to encourage a positive self-image.
- To ensure that male and female adults in school treat each other equally and without gender bias to provide good role models for all.
- To ensure that the curriculum teaching and learning make learners aware of gender issues and inequalities within our society and in the world community.
- To ensure that the curriculum teaching and learning make adults and learners aware of sexuality and gender equality without prejudice.
- To encourage learners to raise questions and challenge any unequal treatment wherever it is encountered.
- To ensure that learners understand the equal importance of different genders in relationships, families, education and the world of work.
- To ensure that learners understand the equal importance of different families, backgrounds and relationships.
- To challenge and correct negative stereotypes which denigrate or devalue individuals and to promote positive images of all genders and sexualities.

3 STRATEGIES

- To treat all children equally by giving all equal opportunities in teaching learning and the curriculum. To ensure that all children are asked questions, given responsibilities, involved in lessons and activities equally.
- To give all children equal opportunities to be seen as leaders by providing equal opportunities to lead teams, group activities, and to be spokes persons.
- To avoid using gender or sexuality stereotypes. To challenge stereotypes if they are encountered in daily life or in books, stories, role play or any other situation.

- Where necessary, INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials and activities to address gender identity and sexuality inequalities.
- To use teaching, learning, the curriculum, visitors and visits to present both boys and girls with positive role models of each gender and sexuality.
- To present learners with positive images and examples of all genders and sexualities in citizenship, personal and social education, history, education for economic awareness, and other aspects of the curriculum.
- The positive achievements of learners will be celebrated and recognised equally.
- Children will be given equal access to ICT, design technology, games and sport, tools, equipment, the playing areas of the school and every aspect of school life.

4 OUTCOMES

Children are different, but in our school community they will be treated equally. All will treat others with respect. Children will be encouraged to develop positive images of themselves and others. All will be fully included in every aspect of the school's life and work and if any gender identity or sexuality bias is encountered it will be challenged and eliminated.

5 EQUALITY

This policy is linked to our Equality Policy which, in part, states that:

At our school we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This we will do by:

- treating all those within the school community (e.g. pupils, staff, governors, parents and the outside community) as individuals with their own particular abilities, beliefs, challenges attitudes and backgrounds
- maintaining a school ethos which promotes equality, develops understanding and challenges, myths, stereotypes, misconceptions and prejudices
- encouraging everyone in our school community to gain a positive self image and high esteem having high expectations of everyone involved with the whole school community
- promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do

6 SAFEGUARDING

Hollingworth Primary School will always work to:

- Protect our children from maltreatment
- Prevent impairment of our children's health or development
- Ensure that our children are growing up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children and young people to have optimum life chances and enter adulthood successfully.

(Children's Act 2004)

Safeguarding is not just about protecting children from deliberate harm. It is a preventative agenda that helps children and young people achieve their full potential, regardless of negative factors such as poverty or social exclusion, by providing services and support to overcome barriers to achievement. It also includes issues relating to:

- health and safety
- bullying
- racist abuse
- homophobic, biphobic or transphobic abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of children and young people with medical needs
- providing first aid
- drug and substance misuse
- educational visits
- internet safety
- site security