



Griffin Primary School

Anti-homophobia, Anti-biphobia and Anti-transphobia Policy



1	Summary	Anti-homophobia, anti-biphobia and anti-transphobia Policy			
2	Responsible person	Louise Pitts			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Louise Pitts			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	LGB 29.8.24			
8	Version number	2.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2024			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Aims

Griffin Primary School is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Bullying of any kind is unacceptable and will not be tolerated at Griffin Primary School. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study

2. Definitions

- Homophobia - the fear or dislike of someone who identifies as lesbian or gay
- Biphobia - the fear or dislike of someone who identifies as bisexual
- Transphobia - the fear or dislike of someone who identifies as trans
- Sexual orientation - a person's emotional, romantic and/or sexual attraction to another person
- Gender identity - a person's internal sense of their own gender. This could be male, female, or something else

3. Good practice

- Our school community recognises and nurtures the identity of children of all sexual orientation and gender identity;
- Our school strives to develop positive anti-homophobic, anti-biphobic or anti-transphobic language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated;
- Our school will be proactive in celebrating achievements, both of individuals and groups of all sexual orientations and gender identities;
- All children need to positively valued all sexual orientations and identities;
- Through appropriate PSHE lessons, school assemblies and the wider curriculum, pupils will be shown that homophobia, biphobia and transphobia, in any form, is unacceptable.



4. The role of the staff

All staff, teaching and non-teaching should be vigilant in class and in the playground at all times, in order that homophobic, biphobic or transphobic behaviour does not go undetected.

- All staff should take action as soon as possible and ensure that all interaction is carried out privately, i.e. away from the group.
- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling pupils as 'homophobic', 'biphobic' or 'transphobic' and 'victim' – after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- Staff should use the script “your child has used homophobic/biphobic/transphobic language” when communicating with parents/carers.
- All reports of homophobic, biphobic and transphobic incidences must be recorded on CPOMS and handed to a member of the SLT.
- All homophobic, biphobic and transphobic incidences are logged by a senior member of staff in the bound book.
- The school will contact the parent/carers of the victim and perpetrator. A suitable sanction will be discussed with all parties involved.
- Information relating to all incidences of verbal homophobia, biphobia or transphobia is collected by the school to monitor patterns and trends.

When any homophobic, biphobic or transphobic incidences have taken place staff will deal with the issue immediately. This might also involve counselling and support for the victim, and opportunities to educate the offender. Time is spent talking to the child who carried out the homophobic incident, explaining to them why their action was wrong and how they should change their behaviour in future.

If a child is involved in homophobic, biphobic or transphobic incidences repeatedly, we then invite the child's Parents/carers in to discuss the situation. We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe.

It is essential that work to address issues of homophobia, biphobia and transphobia; and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies that teachers can adopt in their classroom which can support a school's approach to dealing with and addressing homophobia, biphobia and transphobia with all children.

These could include:

- Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our society;
- Critically examining existing resources in the school to ensure that stereotyped and out-dated images and viewpoints of groups of people are not being perpetuated;
- Exploring with children at the appropriate level, issues of homophobia, biphobia and transphobia and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice;



- Encouraging co-operative and collaborative approaches to learning and ensuring that children's experiences are reflected and built upon positively in the classroom;
- Building positive links and community groups and using support agencies to the full to ensure that the curriculum is fully developed;
- Having high expectations of children of all sexual orientations and gender identities and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.

The following could also be used to respond to homophobic, biphobic or transphobic incidences:

Establish understanding

'Do you know what that word means?'

'What do you mean by "that's so gay!"?'

'What did you mean by saying he kicks like a girl?'

'Do you understand why its wrong/hurtful to use that word?'

Explain meaning

(Use the child-friendly explanations on page 4 to help)

'Gay/lesbian/bisexual/trans is a word we use to describe [...], not a nasty word to use against people.'

'We don't use gay/lesbian/bisexual/trans as an insult because it makes people think that

being gay/lesbian/bisexual/trans is something bad.'

Use empathy

'How do you think you would feel if someone called you names like that?'

'That language is really hurtful/unkind to me and others.'

'It is really disappointing to hear you using language that makes other people feel bad.'

Challenge directly

'You know that that language is absolutely unacceptable.'

'Why are you saying that word?'

'How can a pair of trainers be gay?'

'If you mean rubbish, you should use the word rubbish.'

Link to school ethos and policy

'In this school we don't use language like that. We are kind, respectful and caring to everyone.'

'It's important that everyone can be themselves.'

'We are all unique and deserve to be respected/valued/loved by others.'

'We don't pick on people because of the way they look.'

5. The role of the pupil

- All pupils should adhere to our school's Behaviour Policy. A pupil who perceives themselves to be the victims of homophobia, biphobia or transphobia and pupils who witness incidents of homophobia, biphobia or transphobia have a responsibility to report this.
- Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.



6. The role of the parent

- Parent/carers support the school's policy on anti-homophobia, anti-biphobia and anti-transphobia and will inform the school if they believe a homophobic act has occurred at school or in the wider community
- Parent/carers of a pupil who is responsible for homophobic, biphobic or transphobic conduct are encouraged to play an active role in dealing with it

7. The role of the governors

The Governors are responsible for the anti-homophobia, anti-biphobia and anti-transphobia policy, and for ensuring that it is regularly monitored and reviewed.

The Governing body will:

- support the Executive Head, Head of School and the staff in the implementation of this policy;
- be fully informed on matters concerning homophobia, biphobia and transphobia;
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

8. Monitoring and review

The overall effectiveness of the anti-homophobia, anti-biphobia and anti-transphobia policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies and class discussions.

Records of homophobic, biphobic and transphobic incidents are recorded on CPOMS and the Executive Head and Head of School who will monitor patterns and trends.

This policy will be reviewed as and when required.