






<p>The Problem - Why? What needs to change? Why should we work towards the Rainbow Flag Award?</p>	<p>Intervention Description – What? What are the active ingredients of the intervention? What activities and behaviours will we see when it is working?</p>	<p>Implementation Activities – How? How will it be done? What blend of implementation activities are required?</p>	<p>Final Outcomes – And so? How will the school, staff and pupils benefit?</p>
<p>The Problem: LGBTphobia.</p> <p>Why should we work towards the Rainbow Flag Award? Focus on LGBT+ inclusion to demonstrate our school commitment to improving the lives of all of the young people in our school community, including those who are LGBT+, those from LGBT+ families and LGBT+ staff and governor members we may have.</p> <p>Law: Equality Act 2010 applies to all maintained schools.</p> <ul style="list-style-type: none"> Sexual orientation and gender reassignment (trans identities) are protected characteristics. It is unlawful to discriminate against people who identify with any of the protected characteristics. There is an argument that if LGBT+ people feel unsafe and uncared for in a school, this is indirect discrimination. <p>Law: Public Sector Equality Duty</p> <ul style="list-style-type: none"> Applicable to all maintained schools including academies Compliance with the equality duty is a legal requirement and are central to the OFSTED inspection framework The duty has three requirements: <ol style="list-style-type: none"> Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality 	<p>Active ingredient one Skilled Teacher:</p> <ul style="list-style-type: none"> At least two staff have attended the one-day course 'LGBT+ Inclusion in Primary Schools' (including one member of the SLT). Effective LGBT+ inclusion training has been cascaded to the wider staff team, including non-teaching staff. Staff can confidently and consistently recognise and appropriately challenge LGBTphobia, supported by organisational systems for recording and reporting such incidents. Staff are confidently using appropriate and positive terminology for LGBT+ people and identities. <p>Active ingredient two Supportive Governors and Parents:</p> <ul style="list-style-type: none"> Governors actively participate in creating an LGBT+ positive learning environment and are committed to a stance against LGBTphobia. Information has been shared with parents about the need to create an LGBT+ positive learning environment. Governors and parents have access to the LGBT+ positive learning resources that are being implemented. Governors and parents know how to access information and support, through signposting to appropriate local and national LGBT+ services for children, young people and 	<p>Collaborative expectation setting Leaders:</p> <ul style="list-style-type: none"> Apply to participate in the Rainbow Flag Award (JW). Sign up for the training sessions with LGBT Nottinghamshire (JW). Executive head teacher + at least one other member of staff attend the one-day training, led by LGBT Nottinghamshire (January 11th and 12th). Disseminate training to staff and governors. Ensure Working Towards the Rainbow Flag Award is a regular item on staff meeting agendas to ensure the action plan progresses and all staff remain informed. Sign up to the membership area of the Rainbow Flag Award and access the resources (download the Handbook and look at the lesson plans). Set up Rainbow Flag Working Group, with representation from different groups of staff, governors, parents and carers. Invest in suggested book list in the Rainbow Flag membership area. Facilitate time for staff and governors to read and become familiar with the texts, and consider how they are going to implement them into their teaching. Link the school's work towards the Rainbow Flag with the UNICEF Rights 	 <ul style="list-style-type: none"> Staff, including the Senior Leadership Team and non-teaching staff, can recognise and consistently challenge and report LGBTphobia, and are confidently using positive and appropriate language around LGBT+ identities. School stakeholders understand key terms, definitions, language and identities of LGBT+ communities. School stakeholders have an understanding of experiences of LGBT+ communities. School stakeholders gain an understanding of the impact of stigma, discrimination, homophobia, biphobia and transphobia. School stakeholders understand the issues affecting LGBT+ people today. School stakeholders are aware of the prevalence of mental health

<p>Act</p> <ol style="list-style-type: none"> 2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it 3. Foster good relations across all protected characteristics <p>Keeping Children Safe in Education:</p> <ul style="list-style-type: none"> • 203. The fact that a child or young person may be LGBT is not itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT can be just as vulnerable as children who identify as LGBT. • 204. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. <p>RSE and Health Education:</p> <ul style="list-style-type: none"> • 36. ... schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, ... under which sexual orientation and gender reassignment are amongst the protected characteristics • 37. ... At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered 	<p>families.</p> <p>Active ingredient three</p> <p>Effective Policies:</p> <ul style="list-style-type: none"> • Inclusive policies are written and published that reflect a commitment to robustly combat LGBTphobia and create an LGBT+ positive learning environment, in line with legal, statutory and moral obligations. • LGBT+ inclusive policies have been comprehensively and effectively shared with the staff team; understood and implemented. <p>Active ingredient four</p> <p>Inclusive Curriculum:</p> <ul style="list-style-type: none"> • Through positive education across many curriculum areas, lesbian, gay and bi-sexual people are made visible, and pupils understand and can confidently use appropriate language pertaining to attraction (lesbian, gay, bisexual, straight). • Through positive education across many curriculum areas, trans people are made visible, and pupils understand and can confidently use language pertaining to gender identity (trans, non-binary, cis). • Through comprehensive PSHE and Relationship education programmes, pupils are aware of LGBT+ identities, people and families. • Through comprehensive PSHE and Relationship Education programmes, pupils can recognise, report and challenge LGBTphobia. • Through comprehensive PSHE and Relationship Education programmes, pupils know where to access further information and support for themselves, should they need it. <p>Active ingredient five</p> <p>Pastoral Support:</p> <ul style="list-style-type: none"> • Staff are comfortable in offering 1:1 support to pupils wishing to discuss sexual 	<p>Respecting School action plan.</p> <ul style="list-style-type: none"> • Discuss working towards the Rainbow Flag Award with Junior Leadership Groups (including UNICEF Rights Respecting School Ambassadors and Mental Health Champions) to give children agency over the Rainbow Flag action plan as a working document and to empower them to become advocates for the LGBT+ community. • Implement a category on CPOMS specifically for homophobic, bi-phobic and transphobic incidents so that senior leaders can monitor the number of incidents. • Plan and deliver celebration of LGBT+ national days / months (e.g. Pride month in June). • Review key policies and include a statement of our school's commitment to supporting the LGBTQ+ community. • Create a display in the school public area to reflect the children's learning about LGBT+. • Create a webpage on the school website to reflect the school's work towards the Rainbow Flag Award. • Subscribe to the 'No Outsiders' teaching resources and purchase recommended texts. <p>Staff:</p> <ul style="list-style-type: none"> • Participate in training on the Rainbow Flag Award and on key terms, definitions, terminology and language around LGBT+ identities. • All staff consistently challenge LGBTphobic language and use CPOMS to log any LGBTphobic incidents. • Celebrate and include the LGBT+ community positively by planning and delivering regular assemblies using the 'No Outsiders' resources and resources on the Rainbow Flag Award website in the 	<p>issues within LGBT+ communities and the impact this has.</p> <ul style="list-style-type: none"> • School stakeholders know and understand the additional support that can be provided to young people, parents and staff, and where this can be found. • School responds positively to LGBT+ phobia. Incidents are consistently reported and managed.  <ul style="list-style-type: none"> • Governors and parents understand the need to combat LGBTphobia through positive education and representation, and know where to go for information and, if needed, support.  <ul style="list-style-type: none"> • Effective policies are in place to address LGBTphobia and positively support whole organisation LGBT+ inclusion.
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as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

- 59. ... Families of many forms provide a nurturing environment for children. (Families can include for example, ... LGBT parents, ...) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them...

Ofsted:

- Ofsted have listed 'Developing the curriculum to meet the needs of LGBT learners' as a successful way of tackling LGBTphobia
- The schools inspection handbook states schools should be 'promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation

Moral Obligation:

- In the Youth Chances research, LGBTQ percentage of respondents going for medical help for depression or anxiety and reporting self-harming now or in the past was higher than heterosexual and non-trans respondents.

orientation and / or sexuality.

- Staff are comfortable in offering 1:1 support to pupils wishing to discuss gender identity.
- Staff are comfortable to support children that 'come out by proxy', through having LGBT+ siblings, parents, other family members or friends.
- Staff make themselves visible as LGBT+ allies and are open to reports of LGBTphobic incidents.
- Staff and pupils are aware that being LGBT+, in itself, is not a safeguarding issue.
- Signposting and referral links have been made to appropriate LGBT+ youth positive organisations.

Active ingredient six

Pupil Voice:

- Through youth voice structures, such as School Council and anonymous feedback mechanisms, pupils' ideas and suggestions are actively informing the direction of other Rainbow Flag sections.
- Pupil-led activities that positively celebrate LGBT+ lives and people are encouraged and supported by the school.
- Pupils are supported to undertake initiatives that mark significant dates on the LGBT+ calendar, such as LGBT+ History Month, Pride, Trans Day of Visibility, and IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia).

members' area.

- Include and celebrate the LGBT+ community by implementing the No Outsiders and Rainbow flag recommended texts into the curriculum, and facilitating discussions between children, using Talk Partners and Circle Time pedagogies.
- Use the 'No Outsiders', 'Jigsaw PSHE' and Rainbow Flag Award resources in PSHE and RSE lessons for positive LGBT+ education.
- Ensure resources and images of LGBT+ people are diverse and intersectional (e.g. represents people of different faiths, race and people with disabilities with LGBT+ identities).
- Explicitly teach pupils about trans issues through the text, 'Alien Nation'.

Pupils:

- Through our school junior leadership groups (School Council / UNICEF Rights Respecting Ambassadors / Learning Detectives / Mental Health Champions etc.), pupils are actively involved in planning and delivering work towards the Rainbow flag Award.
- Children and young people are given ownership of their learning about LGBT+ identities, and their voice has impact and influence within our school setting. They advocate for people who identify as LGBT+ and give voice to the issues that affect their community and their world.
- Children and young people value their engagement and agency in the school's work towards the Rainbow Flag Award and benefit from school's strategic approach to fostering wellbeing through this work.



- LGBT+ people and identities are positively represented across all areas of the curriculum. This includes in lessons and activities that are LGBT+ inclusive, as well as those that are LGBT+ specific.



- Children and young people wishing to explore / express their gender and / or sexuality feel supported to do so. Skilled staff from within the organisation support them, including through signposting and referrals to appropriate local services.



- Pupil-led initiatives are valued and supported to create an LGBT+ inclusive and positive environment.

Termly Evaluations:

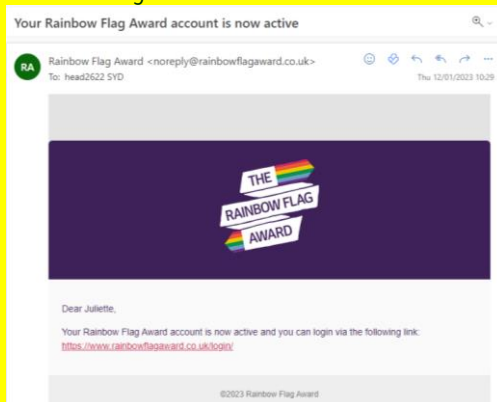
Term 1 – Spring Term 2023

- Juliette Westwood applied to participate in the Rainbow Flag Award 21st December 2022.



Application Form Rainbow-Flag-Awar

- Juliette Westwood signed up for the training sessions with LGBT Nottinghamshire (email correspondence with Rachel from the Rainbow Flag Award on 4th January 2023 and Georgia Crossland at LGBT Plus Nottinghamshire on 9th January 2023).
- Executive head teacher (Juliette Westwood), SENDCO (Karen Pressey) and admin staff (Deb Haugerud) attended the one-day training, led by LGBT Nottinghamshire (11th and 12th January 2023).
- Juliette Westwood disseminated training to staff on Wednesday 11th January and Wednesday 18th January (see evaluations).
- Juliette Westwood disseminated training to governors on Thursday 2nd February (see evaluations).
- Juliette Westwood signed up to the membership area of the Rainbow Flag Award and access the resources (downloaded the Handbook and looked at the lesson plans) on Thursday 12th January.



- JW purchased the suggested book list in the Rainbow Flag LGBT+ Library in the membership area. Facilitated time for staff and governors to read and become familiar with the texts, and consider how they are going to implement them into their teaching in staff meetings.

Order Number: JS115A10006102

head2622@welearn365.com
Please deliver to the main school office

REFERENCE	DESCRIPTION	QUANTITY	PRICE	COST
N003	NEW No Outsiders Book Pack	1	£264.48	£264.48
GENEY03	Early Years Gender Equality Pack (Early Years Ages Birth-5)	1	£82.89	£82.89
RR04	Reflecting Realities Book Pack (Primary Key Stage 1 & 2)	2	£154.20	£308.40
BULKS104	Bullying School Pack (Primary Key Stage 1)	1	£49.94	£49.94
BULKS204	Bullying School Pack (Primary Key Stage 2)	1	£39.95	£39.95
Subtotal:			£745.66	
Total:			£745.66	

- JW implemented a category on CPOMS specifically for LGBT+phobic incidents so that senior leaders can monitor the number of incidents 31/03/23:

CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ REMIND ME HIDE NAMES BLANK SCREEN

It is your responsibility to logout and protect the security of student information.

Sydenham Primary School Dashboard Reporting Planner Library Admin Account Settings Add Incident LOGOUT

Admin

Category was successfully updated.

Overview Settings Imports Categories Agencies Calendar Users Transfers Groups Maps Add Student Form Builder Audits Integrations

New category









Category name	Edit	Delete/Disable
Bullying/ Friendship Related Issues	Edit	Delete/Disable
Cyber Bullying	Edit	Delete/Disable
LGBT+ phobic Incident	Edit	Delete/Disable

- JW subscribed to the 'No Outsiders' teaching resources, plaque, pin badges, guides for parents and carers, posters and recommended texts. No Outsiders UNICEF assemblies included in the termly assemblies rota every Thursday.

No outsiders Order Confirmation #R766406298

Same as the shipping address

Order Summary

	No Outsiders pin badge Would you like to add a small donation towards our postage costs: £4.00 x 25	£100.00
	Postage! SKU: TSD-PIN-BDG	
	No Outsiders Plaque	£65.00 x 2 = £130.00
	SKU: TSD-PLQ	
	School Pack of 20: A Guide for Parents and Carers Donation: £5 Donation	£5.00
	SKU: A-GD-FOR-PRN	
	No Outsiders Poster	£9.50 x 4 = £38.00
	SKU: TSD-PST	
Subtotal:		£273.00
Shipping (Flat Rate):		£5.00
Order Total:		£278.00



Assembly Rota
Spring Term 2023.pc

Outcomes Met / Not Met
Comments: