



Morecambe Bay  
Community Primary  
School

Statement on Equality and  
Community Cohesion

September 2022

Morecambe Bay School is committed to ensuring equality of education and opportunity for all pupils, staff and those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people are able to participate fully in school life. At Morecambe Bay School we believe that diversity is a strength, which should be respected and celebrated by all those who learn teach and visit here.

Our school is committed to equality both as an employer and a service provider.

1) We ensure that everyone is treated fairly and with respect. We promote tolerance of and respect for people of all faiths (or those with no faith), cultures and life-style; and support and help to prepare our children positively for life as a global citizen in modern Britain.

2) We want to make sure our school is a safe, secure and stimulating environment for everyone.

3) We recognise that people have different needs and we understand that treating people the equally does not always involve treating them exactly the same.

4) We recognise that for some pupils extra support is needed to help them achieve and be successful.

5) We try to make sure that people from different groups are consulted and involved in our decisions, for example by talking to our pupils, parents/carers and through our school parliament.

6) We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of age; any disability they may have; their ethnicity, colour or nationality; their gender; their gender identify or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it.

For more information please contact:

Sue Taylor (Headteacher) Jessica Capstick (SENCo) 01524 401002

Email : [head@morecambabay.lancs.sch.uk](mailto:head@morecambabay.lancs.sch.uk)

### **Statement of Principles**

This policy outlines the commitment of the staff, pupils and governors of Morecambe Bay School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Morecambe Bay School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

### **Key features of our school**

Morecambe Bay School prides itself on being an inclusive school. Our school has 12 classes and 52 part time nursery places. Nursery aged children attend 3 hour sessions in either the morning or the afternoon.

☐ The school has a largely white British population 85%, with 13% children speak English as a second language.

☐ Most members of staff speak English as their first language. One member of staff speaks Polish as her first language.

☐ The balance between boys and girls is split evenly across the school 50% boys 50% girls, although individual year groups have different ratios.

☐ The percentage of children eligible for FSM6 is greater than the national average at 55% and the percentage eligible for FSM is currently 52%.

☐ The percentage of children identified as having SEN is higher than average with 20% of children on the SEND register and 3.5% of these have an EHCP.

☐ The school is committed to ensuring the requirements of the Disability Equality Act is implemented across school. To facilitate access for pupils or parents/careers with disabilities the school is now fully accessible with a lift to and from both floors. Ramps are provided for access to Reception and the main school building. The edges of steps are marked with white lines. There are disabled toilet facilities provided on both floors and shower facilities. Windows in main school have been replaced with anti-glare glass and blinds have been fitted where required. Acoustic assessments have been carried out across school. Ceilings have been lowered in some classes and hearing induction loops are fitted in the classrooms where they are required.

☐ Resources and specialist equipment are used where needed and due consideration made for pupils whose disability may demand more time for completion of tasks. Advice from outside agencies and specialists will be sought as necessary and implemented

☒ Members of staff are made aware of any special or modified provision put in place for a pupil.

### **Ethos and Atmosphere**

At Morecambe Bay School, the leadership of the school community will and does demonstrate mutual respect between all members of the school community. The school operates an open door policy which welcomes everyone to the school.

All within the school community will and do challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect. Morecambe Bay School provides a Values- based education that promotes tolerance, equality and respect at its core.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

### **Policy Development and Administration**

This policy applies to the whole school community. Discriminatory behaviour makes people feel uncomfortable in themselves. It is important to note that it is not the victim alone who might judge an action or remark to be discriminatory. If witnesses believe, with good cause, that a discriminatory action or remark has occurred, they have equal right to report the incident as they should not have to work or learn in an environment where discrimination is not tackled.

Where pupils are perpetrators, they will be subject to the schools disciplinary procedures, the extent of the sanctions will depend on the severity and persistence of the discriminatory behaviour. Parents are likely to be informed and invited to school to discuss the incident.

Legally staff have a right to protection from discrimination, harassment, prejudice, stereotyping or discriminatory remarks at work and the school's disciplinary procedure will come into operation. Persistent discriminatory behaviour towards a member of staff will be dealt with as gross misconduct.

Where parents or visitors to school are perpetrators, they will be asked to stop the discriminatory behaviour immediately, the school's policy will be explained and subsequent action taken to cease the inequality.

## Monitoring and Review

Morecambe Bay School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. This ethos is reflected in the information which is given to prospective parents/carers in the School Brochure.

We collect and analyse a range of equality information for our pupils/students:

- Parent and pupil questionnaires
- Ongoing teacher assessments
- CPOMS data
- Engagement and well being scores
- Self Evaluation
- SIMs reports and data
- LSIP and Raise online data

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. The governing body receives regular updates on pupil performance information through the Headteacher's termly report and subject reports to the Standards and Effectiveness committee.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- ☐ Attendance
- ☐ Exclusions and truancy
- ☐ Racism, disabilism, sexism, homophobia and all forms of bullying
- ☐ Parental involvement
- ☐ Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Morecambe Bay School School is committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors including information from the work force census and the make-up of the governing body to ensure all sections of the local community are represented.

All members of staff and governors are reminded of their responsibility to maintain confidentiality about all aspects of information from school but also their responsibility towards safeguarding all children.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the headteacher.

Her role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

### **Learning and Teaching**

We aim to provide all our pupils with the opportunity to succeed, to reach the highest level of personal achievement and to promote our commitment to lifelong learning. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, **without stereotyping**
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour

- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- Place a high priority on the provision for special educational needs and disability.
- Will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- Provide an environment in which all pupils have equal access to all facilities and resources



- Encourage all pupils to be actively involved in their own learning
- Use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils
- Give consideration to the physical learning environment – both internal and external, including displays and signage

## **Curriculum**

At Morecambe Bay School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to learning which recognises attainment and achievement and promotes progression.

## **Resources and Materials**

The provision of good quality resources and materials within Morecambe Bay School is a high priority. Consideration is given to how new resources and materials promote and reflect diversity and equality. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

## **Language**

We recognise that it is important at Morecambe Bay School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

## **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. whole school trips, extra-curricular activities) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

## **Provision for Bi-lingual Pupils**

We undertake to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

## **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

## **Staff Recruitment**

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality and good practice through the recruitment and selection process. Every recruitment panel contains at least one member of staff who has passed the safer recruitment training programme. Equalities policies and practices are covered in all staff inductions. All temporary staff are made aware of policies and practices. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- The school regularly consults with parents and invites parents into school for curriculum events. As part of the schools' commitment to equality and diversity, the parent forum contributes to ensuring equality of access and opportunity for all members of the school community.
- Members of the local community are encouraged to join in school activities.

## **Roles and Responsibilities**

Promoting equality and challenging discrimination is a collective responsibility that cannot be left to a small number of concerned staff. Challenging discriminatory remarks, discrimination or harassment needs to be embedded in the school ethos. This will benefit everyone but especially for all pupils growing up to take their place in a diverse society. Specific roles are assigned as follows:

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

## **Commissioning and Procurement**

Morecambe Bay School will aim to ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## **Measuring the impact of the policy**

This policy will be regularly evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

## **Publishing the Policy and Plan**

The policy will be published on the school website and is available from the school office as a paper copy if requested. Copies are available for staff on the shared network drive.

## **Appendix 1**

### **Accessibility Statement**

We are committed to providing a fully accessible and welcoming environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to continue to develop a culture of awareness, tolerance and inclusion.

The Accessibility Action Plan contains the relevant actions to:-

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the school site to ensure all pupils have access to the different areas within school without experiencing barriers caused by steps, doorways, stairs, toilet facilities and showers for example.

Additionally, it covers the use of signs, lighting and acoustics to ensure the best environment for all children to learn. It also includes ensuring emergency and evacuation systems are set up to cater for all pupils.

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are given equal opportunities.

This covers teaching and learning as well as the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum. The curriculum should

also be differentiated using a range of methods to enable all the children to access the curriculum appropriately whilst maintaining high expectations. Improve communication and the delivery of written information to pupils, staff, parents and visitors with disabilities. e.g. hand-outs and information about the school and school events including day-to-day issues. The information will be made available in various preferred formats, as specifically requested. The information can also be shared verbally or using the appropriate technology as required.

The Action Plan for physical accessibility relates to an Access Audit survey of the School. It may not be feasible to undertake some of the works during the next three years of this Accessibility Plan and therefore some items may continue into subsequent plans. The school will work in partnership with the local education authority and will adopt in principle the "Lancashire Accessibility Strategy, Access to Learning".

Following a detailed survey of the site an Action Plan was developed, which is available on the school web site.

## **Appendix 2**

### **Equality Objectives 2021-2025**

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our Equality objectives are based on our analysis of data and other information and focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

The following objectives have been identified for action:

#### **Equality Objective 1**

To reduce the gap between pupils eligible for pupil premium funding and non-eligible more consistently across year groups.

*This will be achieved by consistent and regular monitoring of data by curriculum leaders and senior management and decisions made to put in place intervention where necessary. It will include provision of extensive Pastoral systems of support, that are monitored effectively and with the outcomes of interventions assessed closely by SLT, including academic engagement and well being scores and attendance data.*

#### **Equality Objective 2**

To ensure that both boys and girls attain equally and in line with aspirational targets in Maths.

*This will be achieved by consistent and regular monitoring by class teachers, subject leader, phase leaders and the SENCo and decisions made to put specific interventions in place where necessary. It will also be promoted through the use of the adopted Numicon scheme and resources that promote a Mastery Maths approach by using concrete approaches to build conceptual understanding alongside mathematical vocabulary.*

#### **Equality Objective 3**

To promote and enhance community cohesion and a shared sense of belonging in the school and the school's neighbourhood.

*This will be achieved through the use of the school website, pupil parliament, parent forum and school events, through the use of appropriate whole school topics such as The World of Work and our work with Wonderfest and through our extensive work to support families. The school will encourage the pupils and staff to engage with the community through various channels such as participation in community events and linking with organisations in the local community such as More Music, visits to community groups e.g. carol singing at local Care Homes.*



**Annual review of progress**

Progress and performance of pupils including the performance of specific groups such as gender, pupils in receipt of Pupil premium funding, ethnicity, SEND, and the school's progress in improving access for disabled pupils will be reported to the Governing body and whole school in the School Improvement Planning Day each year.

## **Appendix 3**

### **The Disability Equality Duty (DED)**

#### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'

The DDA 2005 has also extended the definition of disability as follows:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognised has been removed.
- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

We use the DDA definition of impairments to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Hyperactivity Disorder (ADHD) as well as:

☒ Physical impairment which includes sensory impairment

☒ Mental impairment which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

In relation to normal day-to-day activity the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

☒ Mobility

☒ Manual dexterity

☒ Physical co-ordination

☒ Contenance

☒ Ability to lift, carry or otherwise move everyday objects

☒ Speech, hearing or eyesight

☒ Memory or ability to concentrate, learn or understand

☒ Perception of risk or physical danger

### **The General Duty**

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons.
- eliminate discrimination that is unlawful under the Act.
- eliminate harassment of disabled persons that is related to their disabilities.
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. (DDA 2005 S.49A)

## **Appendix 4 – For Information**

### **Race**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### **Reporting racist incidents in schools**

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council. Morecambe Bay School is fully committed to this policy and has procedures in place to ensure racist incidents are dealt with and reported.

### **Disability**

#### **What is a disability?**

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- ☐ substantial (more than minor or trivial)
- ☐ adverse
- ☐ long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

### **Gender**

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

#### **What is the difference between sex and gender?**

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

## **Sexual Orientation**

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

## **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.