



Equality Policy

Including Equality Objectives

Incorporating:

Race Equality

Community Cohesion

Inclusion & Equality of Opportunity

Transgender

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Context

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations between those who share a 'protected characteristic' (e.g. race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment and those who do not.

Equality Objectives

- To promote in young people a respect for religious, spiritual and moral values and an understanding of different ethnic origins and cultures.
- To promote the principles of Aspiration, Success and Kindness for all as defined by: positive attitude, respect for learning, initiative and independence, determination to succeed, engagement and responsibility for your actions, empathy, self-control, polite interaction, environmental awareness, co-operation, thoughtfulness.
- To provide high quality teaching and learning that achieves high academic results for all its students.
- To enable every individual in the school to achieve their full potential.
- To provide an inclusive, supportive and personalised education that meets the needs of each and every individual.

Other relevant 'key documents' help the Trust and its Academies to guide our practices including:

Curriculum Policy
 SEN Policy
 Behaviour Policy

Race Equality

In line with the Race Relations (Amendment) Act 2000 and the Equality Act 2010 the Trust aims in its working practice to:

- promote racial equality
- promote good race relations
- eliminate unlawful racial discrimination.

To maintain our race equality policy:

- regular information and training will be provided where possible, to all staff, Trustees and governors on the policy and its implementation. The three main steps to maintaining the policy are to:
 - the Trust's race equality policy is made available and promoted among staff, students and parents/carers.
 - review and assess the impact of our race equality policy against other relevant school policies, building reference to race equality into these other policies, where appropriate
 - use the assessment findings to make changes that are needed to the policy and its targets

As part of our aim that all members of the Trust community have opportunity to reach full potential and to become responsible and balanced citizens, our aim is to promote equality of opportunity for all in our care and to enrich everyone's understanding of the harmonious needs of a multi-racial and global community.

Aims and values

The Trust's aim is to tackle racial discrimination and promote race equality and good race relations across all areas of practice including:

- Progress, attainment, and assessment
- Behaviour, discipline and exclusions
- Student's personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents/carers and communities
- Leadership, Management and Governance of the Policy for Racial Equality
- Our whole school commitment and responsibility for the working practice of this policy is:
- Commitments

- Being proactive in promoting racial equality and good race relations and tackling racial discrimination
- Encouraging, supporting and enabling all students and staff to reach their potential
- Working in partnership with parents/carers and the wider community to establish promote and disseminate racial equality good practice and tackle racial discrimination
- Ensuring that the policy is followed

Responsibilities

- a. Trust Board and Local Governing Committees
 - Establishing Equality Policy including statutory objectives
- b. Chief Executive Officer
 - Ensuring that the Trust complies with Race Relations legislation and the Equality Act 2010
 - Ensuring that the policy and its related procedures and strategies are implemented and reviewed
- c. Executive Principal/Head of School
 - Implementing the policy and its related procedures and strategies
 - Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
 - Taking appropriate action in any cases of racial discrimination
 - Reporting regularly to the Local Governing Committee
- d. All staff
 - Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
 - Promoting racial equality and good race relations and not discriminating on racial grounds
 - Keeping up to date with race relations legislation by attending training and information opportunities

Breaches of the policy

Procedure in such cases will be in accordance with the Trust's pupil and staff discipline procedures

Community Cohesion

- The Trust community – the children and young people it serves, their parents, carers and families, the Trust's staff and governing committees, and community users of the Trust's facilities and services;
- The community within which the Trust schools are located – in the geographical community and the people who live or work in those areas. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located;
- The UK community – all schools are by definition part of this community;
- The global community – formed by EU and international links.

This Trust will play its part in helping all learners to become members of a welcoming and cohesive community to fit them for life in England whose population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures. We will help all to belong and to feel equally valued as members of our Trust and as citizens and residents of the United Kingdom.

AIMS

- To ensure that there is a common vision and sense of belonging by all as a part of our schools and local communities.
- To help learners and all in schools appreciate and value the diversity of people's different backgrounds and circumstances.
- To help learn about our nation's history, culture, traditions and its developing and changing nature.
- To help all develop an understanding of the rights and responsibilities of being a citizen of the United Kingdom.
- To ensure that all are treated fairly and equally and given similar life opportunities.
- To ensure that strong and positive relationships exist and continue to be developed in schools and in its wider community

STRATEGY

- The Trust will contribute to promoting community cohesion by developing its teaching, learning and curriculum to help children all to learn to understand others, to value diversity whilst also promoting shared values.
- The Trust will promote awareness of human rights. All will apply and respect them.
- We will develop the skills of participation and responsible action necessary for living together as citizens of England within the United Kingdom.
- We will promote equity and excellence to ensure equal opportunities for all to succeed and do well.
- We will provide access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- We will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including where appropriate, links with different schools and communities.
- Where we can we will offer access to provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

OUTCOMES

Through our work and partnerships we will promote cohesion and provide a common point of communication for a wide range of people. We will equip young people to make a positive contribution, to care for and contribute to the community, to understand human rights and gain an international perspective of their world. We will develop responsible young citizens who support cohesion.

Inclusion and Equality of Opportunity

Introduction

The Trust value the individuality of all students. We are committed to giving every student every opportunity to achieve the highest of standards within the context of a diversity of provision. This policy helps to ensure that this happens for all the students in the Trust - regardless of their background or circumstances: age, gender, ethnicity, sexual orientation, attainment or background. **The Equality Policy is paramount to the operation of the Trust and as such overrides any other policies in circumstances deemed appropriate by the Trust.**

Aims and objectives

The Trust aims to be inclusive. This means that equality of opportunity must be a reality for our students. This is made a reality through the attention we pay to the different groups of students within the Trust:

- girls and boys;
- minority ethnic and faith groups;
- students who need support to learn English as an additional language;
- looked after children
- students with special educational needs;
- gifted and talented students;
- any student who is at risk of disaffection or exclusion.

The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of students. We aim to:

- deal with bullying and discrimination
- keep students safe
- set suitable learning challenges,
- respond to students' diverse learning needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils;
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of students.;
- ensure attendance;
- give students a voice in their school
- be a Healthy School
- include parents in the process.

The Trust achieves educational inclusion by continually reviewing what it does, through asking these key questions:

- do all our students achieve as much as they can?
- are there differences in the achievement of different groups of students?
- what is done for those students who are known not to be achieving their best?
- are the actions effective?
- does the curriculum plan provide a range of courses and provision to suit the needs of all students?

Teaching and learning style

The Trust aims to give all our students the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their students.

When the attainment of a student falls significantly below the expected level, teachers enable the student to succeed by planning work that is in line with that student's individual needs.

Where the attainment of a student significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the student shows particular aptitude.

The Trust provides additional support for students who need it. A range of Gifted and Talented opportunities are offered to individuals identified as needing it.

Teachers are made familiar with the relevant equal opportunities legislation covering age, gender, ethnicity, sexual orientation, attainment or background.

Teachers ensure that students:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have access to a curriculum experience best suited to their individual ability and capability and that allows for a range of different learning styles
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs;
- are safe, with regard to Health & Safety policy in school activities and risk assessment procedures.

Students with disabilities

Provision for a student with SEN should match the nature of their needs. Some students have disabilities and consequently need additional resources. The Trust is committed to providing an environment that allows these students full access to all areas of learning. Teachers modify teaching and learning as appropriate for these students.

Teachers ensure that the work for these students:

- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where students are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;

- uses assessment techniques that reflect individual needs and abilities.

Disapplication and modification

The Trust makes every effort to meet the learning needs of all its students. This is achieved through greater differentiation of the student's work, or through the provision of additional learning resources. When necessary, the schools support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the student.

In exceptional circumstances the schools may decide that modification or disapplication is the correct procedure to follow. The schools would only do this after detailed consultation with parents and would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Making a positive contribution

The schools have many appropriate opportunities to involve a variety of students in age, gender and ability in discussion and decision making. We value students' opinions and believe this contributes to positive relationships with the schools and wider community.

Achieve economic well-being

Both through the curriculum and social activities, the schools actively prepare students for the world of work, for further training and education. Part of this is to train students to meet the challenge of financial awareness needed in adult life.

Summary

In our schools the teaching and learning, achievements, attitudes and well-being of every student are important. The schools follow the necessary regulations to ensure that we take the experiences and needs of all our students into account when planning for learning.

Transgender

Transgender Identity

A Transgender person feels that their external appearance (*sex*) does not match up with the way they feel internally about their gender identity. A Female to Male (*F2M*) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (*M2F*) person will have the external appearance or body of a male and identify their gender as female.

The word Transgender is sometimes used interchangeably with the term *gender-variant* but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth. Children and students that experience or show gender variance may or may not be transsexual, as some will not retain their gender variance following puberty because gender variance can be fluid.

Gender Dysphoria (*or Gender Identity Disorder*) is a clinical condition that can present from as early as age 2 and can only be diagnosed by a medical and/or psychiatric expert. A

person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers (currently not available in the UK under the age of 16), to ameliorate the symptoms associated with being Transgender. A Transgender person may live their life without being or needing to be diagnosed as having Gender Dysphoria.

Diagnosis and treatment for young people is currently only possible through a specialist team from the Tavistock clinic in London (*the Tavistock hold regular satellite clinics in Exeter*). It must be understood that some people with Gender Dysphoria may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most or all young Transgender people (and their families) will need some expert support as they grow up and develop.

Legislation

Data Protection Act 1998 (UK):

- Information about a person's Transgender status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed.
- Personal data must be looked after properly following the eight data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully.
- Failure to change a person's title, name and gender when requested could lead to the following offences under the Act.
- Disclosure of personal information that is used, held or disclosed unfairly, or without proper security
- Failure to ensure personal information is accurate and up-to-date
- Processing of data likely to cause distress to the individual

The Human Rights Act 1998:

- The following Articles from The Human Rights Act 1998 support the rights and needs of Transgender people to live their lives in their true gender.
- Article 8: right to respect for private life and family life
- Article 10: freedom of expression
- Article 14: the prohibition of discrimination

The Gender Recognition Act 2004:

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

Equality Act 2010 (Great Britain):

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as Transgender).

Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to school and young people.

The Equality Act 2010 (2:1:7) states that:

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

The Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a student will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

Sex Discrimination (Gender Reassignment) Regulations 1999:

- Individuals who intend to undergo, are undergoing or have undergone gender reassignment are protected from discrimination in work, school and vocational training (including higher education study).
- Less favourable treatment relating to absences arising from gender reassignment is unlawful if:
 - the treatment is less favourable than if it had been due to sickness or injury
 - the treatment is less favourable than if it had been due to some other cause and, having regard to the circumstances of the case, it is reasonable not to be treated less favourably.
- Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

Discrimination

As stated, The Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is Gender Reassignment. The legislation states that a school must not discriminate against a student because of their Transgender status. Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no 'unisex' options such as trousers for girls, and which would therefore create a particular difficulty for a F2M student.

School Attendance

The Trust will make reasonable adjustments to accommodate absence requests for treatment and external sources in line with their absence policy. Sensitive care will be taken when recording the reason for absence.

Transphobia and Bullying

The Trust schools have a robust anti-bullying policy. In line with this policy, transphobia incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

Training

In order to ensure all staff, Governors and Trustees have the skills to deal with Transgender issues, schools will hold training sessions on topics such as:

- Safeguarding
- Confidentiality
- Gender Identity
- Tackling transphobia
- Relevant legislation

The Curriculum

The issues connected to Transgender will be visited for all students during curriculum time during the SMSC programme. These issues will also be touched upon during other subjects.

Physical Education

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young Transgender person has the same right to Physical Education as other young people.

With regard to young Transgender people at school or college, there should be reasonably few, if any, issues regarding participation within the sports of their true gender. There may be sports where, as puberty develops, M2F Transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young Transgender people from participating (which would be discriminatory).

It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a Transgender person participating in full contact lessons is appropriate towards the latter stages of puberty. This is something that schools will take a view on prior to the delivery of those lessons, in discussion with parents or guardians.

The use of changing room facilities will also be carefully considered. Facilities for Transgender participants will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available.

Work Experience

As already stated, the Equality Act 2010 encompasses every environment that students will be working in; therefore all placements should be aware of their duties and responsibilities. Where a school is considering allowing a Transgender young person to attend a work experience placement the school will complete a suitable assessment on the potential placement to establish if there is any risk to the young Transgender person, taking account of the young Transgender person's right to privacy – as a general principle, personal information on the young Transgender person must not be shared.

Trust staff will be sensitive to this in their planning before any young Transgender person is placed in any business or organisation. Careful discussion about the placement with the student and parents or guardians will occur to find the most suitable way forward to ensure the placement is successful.

Changing/Toilet Facilities

There is provision in schools for unisex toilets. Transgender students will be able to use these facilities which have been labelled sensitively and appropriately. Schools have conducted an audit of the appropriateness of the facilities.

School Uniform

Transgender students will be expected to follow the School Uniform Policy which covers uniform, make-up and jewellery.

There is a generally broad range of uniform available for both genders (i.e. girls and boys can wear trousers and all students must wear a blazer, shirt and tie).

Name Changing and Exam Certification

If a Transgender student wishes to have their preferred name recognised on school systems, this will be supported and will feed on to letters home, report cycles, bus pass information etc. Furthermore, the change of name and associated gender identity will be respected and accommodated by the school. It is a real indicator that the Transgender student is taking steps to, or proposing to move towards a gender they feel they wish to live in.

Technically, students can be entered under any name with an Examination Board. However, it is a very complex matter. Once a result is accredited it will need to be linked with a Unique Student Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names. It is possible for examination certificates to be issued in the preferred name, but any young person finding themselves in this position should discuss this issue with the school and parents or carers to ensure the best way forward.

Schools and colleges are encouraged to ensure a strategy is agreed with the student and their parents or guardians, then agreed with the various Examination Boards prior to starting GCSE courses as some examinations may be sat in Year 10 and the length of time the process re-registering may take. Schools will also need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN.

It is possible for any document to be changed to reflect the chosen name of the young person. Changing the gender recorded on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport, it might be necessary for evidence of change of name to be produced: there are two main ways in which this can be done, by deed poll and by statutory declaration. The Citizens Advice Bureau and other Transgender support organisations will have more information on this subject. A person under 16 years of age cannot change their name legally without the consent of a parent.

Vaccinations

We will allow any gender specific vaccinations to be carried out at the GP's surgery in order to eliminate any embarrassment.

School Visits

Learning about different cultures and lives and taking part in activities may lead to overnight stays, both at home and abroad. Issues may arise for both young Transgender students and other students but this must not mean Transgender students cannot be included on the visit. We will give consideration well in advance of any additional needs which may include having a parent or carer (or member of staff) accompanying the visit to ensure the Transgender student is fully included.

The sleeping arrangements will be considered before a visit is undertaken; it is possible that the Transgender student would prefer to have a separate room etc. Each individual case and visit needs to be considered separately and in depth discussions will happen well in advance, with all appropriate bodies, linked to the accommodation available.

With regards to a visit abroad, anyone can be searched at borders and other places. Different countries will have policies and procedures they will follow. Schools will contact the relevant border control or agency in advance to ensure that any policy or risk assessment completed by the schools is accurate for that visit.

There are countries that are not as legally and culturally open as the UK. In fact, some have laws that make it illegal to be part of the Transgender community. Some countries even make it an offence not to report to the authorities that someone is part of the Transgender community. The school will consider and investigate the laws regarding Transgender communities in any country considered for a school visit.

GLOSSARY OF TERMS

- Binding – a F2M adolescent that is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing. It might make certain PE lessons difficult for them to participate in and could sometimes lead to breathing difficulties, skeletal problems and fainting.
- F2M – Female to Male, a person that was identified as Female at birth but came to feel that their true gender is actually Male.
- Gender – the way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either, or both.
- Gender Dysphoria – the medical condition that describes the symptoms of being Transgender.
- Gender Identity Disorder – GID is a medical term describing being Transgender; this tends not to be used owing to the subtext around the word 'disorder'.
- Gender Recognition Certificate – an official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the true gender of the individual thereby providing full legal recognition.

- Gender Role – the social role/interaction with others, which gives expression to the inner gender identity and reinforces it.
- M2F – Male to Female, a person that was identified as Male at birth but came to feel that their true gender is actually Female.
- Packing – a F2M person may wear a prosthetic item in their pants that will give a ‘bulge’ in their trousers so as to appear more male.
- Sex – the way a person’s body appears, sometimes wrongly, to indicate their gender.
- Transgender – a person that feels the assigned gender and sex at birth conflicts with their true gender.
- Transsexual – a Transgender person who lives fulltime in their true gender.
- True Gender – the gender that a person truly feels they are inside.