EQUAL OPPORTUNITIES POLICY

This Church of England Academy Trust aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths.

It promotes Christian values and spiritual development through the experience it offers to all its pupils.

These values are implicit in this policy.

<u>Status</u>

	Draft for staff
	Accepted by staff
May 2018	Accepted by governors
Sum 2021	Date for Review

1 STATEMENT OF PRINCIPLES

1.1 The Enhance Academy Trust **(the Trust)** is positively committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of gender, ethnicity, religion, age, disability or background.

1.2 This policy accords with legislation:
  - Race Relations (Amendment) Act 2000;
  - Disability Discrimination (Amendment) Acts 2002 and 2005;
  - Sex Discrimination Act 1975

  This policy is linked to the Race Equality Policy (Appendix A), the Disability Equality Policy (Appendix B) and the Special Education Needs Policy.

1.3 The Trust is committed to challenging any form of prejudice or discrimination. We strive to be a Trust in which all members, employees and pupils are proud of and to which they are committed, where everybody has the opportunity to contribute, develop and advance based on merit.

1.4 Each individual academy within the Trust is responsible in applying the principles of the Equal Opportunities Policy. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of Equal Opportunities in the context of the school's ethos and values. In particular the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

1.5 All members of our academies community are responsible for promoting this Equal Opportunities Policy and are obliged to respect and act in accordance with the Policy.

2 AIMS AND OBJECTIVES

2.1 We do not discriminate against anyone on any grounds.

2.2 Each of our academies promotes the principles of fairness and justice for all through the education and support provided.

2.3 Each of our academies ensures that all pupils have equal access to the full range of educational opportunities provided.

2.4 Each of our academies strives to remove any form of indirect discrimination that be a barrier to learning.

2.5 Each of our academies ensures that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

2.6 Each of our academies challenges stereotyping and prejudice whenever it occurs.

2.7 Each of our academies celebrates the cultural diversity of it's community and shows respect for all minority groups.

2.8 We are aware that prejudice and stereotyping can be caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, our academies aim to promote positive social attitudes and respect for all.

3 THE ROLE OF GOVERNORS

3.1 Our governing bodies have set out their commitment to equal opportunities in this policy statement, and they will continue to do all they can to ensure that all members of their school community are treated fairly and with equity.

3.2 Our governing bodies seek to ensure that all recruitment and employment processes within their academy are fair to all.

3.3 Our governing bodies take all reasonable steps to ensure that the school environment gives access to people with disabilities.

3.4 Our governing bodies welcome all applications to join the school, whatever the background or disability of the applicant.

4 THE ROLE OF THE HEADTEACHER

4.1 It is the role of our headteachers to implement Equal Opportunities Policy, Race Equality Policy and Disability Equality Policy and they are supported by their governing body in doing so.

4.2 It is the role of our headteachers to ensure that all staff within their academy are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

4.3 Our headteachers ensure that all appointments panels give due regard to this policy and the Recruitment and Selection Policy within their own academy so that no one is discriminated against when it comes to employment or training opportunities.

4.4 Our headteachers promote the principle of equal opportunity when developing the curriculum and promote respect for other people in all aspects of school life, for example, in assemblies, where respect for other people is a regular theme.

4.5 Our headteachers treat all incidents of unfair treatment and any racist incidents with due seriousness.

5 **THE ROLE OF THE CLASS TEACHER**

5.1 The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not knowingly discriminate against any child.

5.2 When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges all stereotypical images.

5.3 When designing schemes of work this policy is used as a guide, both in choice of topics to study, and approach to sensitive issues. So, for example, history topics in school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia to show the true diversity of development in different parts of the world.

5.4 All our teachers challenge any incidents of prejudice or racism. A record of all incidents is kept in the school logbook which is kept in the headteacher's office. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6 **MONITORING AND REVIEW**

6.1 It is the responsibility of each governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:
  ➢ monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
  ➢ monitoring the staff appointment process, so that no-one applying for a post within the academy is discriminated against;
  ➢ requiring the headteacher to report to governors on a termly basis on the effectiveness of this policy;
  ➢ taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
  ➢ monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Race Equality Policy

Aims

The school is committed to:

- Challenging racism and celebrating diversity; dealing with racial incidents firmly and sensitively.
- Ensuring that opportunities are sought to address race equality across all areas of the curriculum.
- Using the experiences and expertise of all pupils, parents, staff, and members of the local community.
- Monitoring school exclusions to ensure that there are no disparities in rates of exclusion across racial groups,
- Seeking opportunities to enhance parental involvement across racial groups.
- Recruiting governors who reflect the school population.
- Working closely and effectively in partnership with a wide variety of local organisations, including those of minority ethnic background, where appropriate.
- Enhancing trust and satisfaction from all parents, pupils and staff; and promoting a rich and diverse sense of community within the organisation.
- Ensuring equality, inclusiveness and social justice for all its pupils, staff and governors.
- Valuing the rich social and cultural diversity of its communities.
- Ensuring that pupils and staff are encouraged and able to achieve their full potential regardless of any disability, age, race, gender, sexual orientation, religion, language, and asylum or refugee status.
- Working in partnership with pupils, staff, parents, governors and visitors to ensure that their rights are protected, their needs are met adequately and they feel welcomed and valued within the school.
- Promoting good race relations between different groups within school and within the wider community.
- Ensuring that race equality is an integral part of planning and decision making.
- Ensuring that issues related to racism and race equality are recognised across all school activities**.**

Leadership, Management and Governance

1. **Governing Body;**
   The school governing body will:

- Agree a race equality policy and ensure the school fulfils its obligation under the Race Relations Act 1976 (as amended 2000).
- Ensure that race equality issues are considered whenever school policies are reviewed.

- Ensure that all personnel policies and procedures provide equal opportunities for people from all racial groups.

2.   Headteacher and Senior Management

The Headteacher will take overall responsibility along with the Senior Leadership Team for implementation of the policy, its related procedures and strategies on behalf of the school's governing body.

The Headteacher and Leadership Team will:

- Ensure that <u>all</u> staff are kept up-to-date with legislative requirements, and staff are aware of their responsibilities under the policy. Also ensure all staff are given appropriate training and support to fulfil their responsibilities, which may be organised/provided by school and/or LA.
- Take appropriate actions against pupils and staff who racially discriminate, including disciplinary action.
- Identify a named member of staff responsible for equality of opportunities, including race equality (HT and DHT).
- Ensure that all staff are aware of procedures for reporting and recording of incidents of racism and racial discrimination, and are aware how to identify and challenge racial bias and stereotyping.
- Ensure that pupils from all racial backgrounds are included in all activities and have full access to the curriculum.
- Ensure that the governing body receives regular reports on progress on implementation of the race equality policy and related procedures; both governors and LA are kept informed of all racist incidents.

All Staff:

All staff, whether in a teaching or a pastoral capacity, should be aware of their responsibility not to discriminate on racial grounds and to positively promote the school's Race Equality policy. In particular:

All staff will:

- Be aware of the school's procedures for dealing with racist incidents.
- Know how to challenge racial bias and stereotyping.
- Be informed about any changes to Race Relations Legislation.

All Teaching Staff:

- Will be responsible for ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum.

- Will be responsible for promoting race equality and diversity through teaching and through relations with pupils, colleagues, parents and the wider community.

Visitors and Contractors:

The school governors and the Headteacher will ensure that any school visitor or contractor understands and complies with the school's race equality policy.

Monitoring, reviewing and evaluating:

- The school will include race equality issues as an agenda item at Leadership Team and governors' meetings where the need arises eg. After an incident in school.
- All future policies and procedures will be amended in the light of reviews and evaluations.
- The school will ensure effective communication with all parents and, where needed, make every effort to arrange for interpreters/translators to communicate with parents who speak English as an Additional Language (EAL).

Ethnic monitoring:

The school will monitor attainment and progress of pupils and set targets for removing any identified disparities between different groups of pupils.

The school will use ethnic monitoring data on admissions, attendance, exclusions, sanctions and rewards to inform future planning and decision-making.

Publishing the results of monitoring and assessment:

The results of policy planning and reviews will be included where relevant in reports to governors and parents.

Monitoring the provision for Race Equality

Curriculum Teaching and Assessment:

Curriculum subject leaders will take the following questions into account when conducting subject reviews:-

- Is each area of the curriculum planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity and difference?
- Are pupils taught ways of responding to racial incidents?
- Do pupils have the opportunity to explore concepts and issues relating to identity, racial equality and racism?

- Are steps taken to ensure that all pupils have access to the mainstream curriculum, e.g. by taking account of cultural backgrounds, linguistic needs, and learning styles?
- Does the school monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all racial groups?
- Do resources and displays portray positive images of different people and cultures?
- Are resources used to challenge stereotypes and racism across the curriculum?
- Do extra-curricular activities and events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture?
- Do staff create an environment where all pupils can contribute fully and feel valued?
- Do teachers use a range of sensitive teaching strategies, different cultural traditions and include collaborative learning so that pupils appreciate the value of learning together?
- Are all methods of assessment monitored to ensure that they are able to show fully both what pupils know and what they can achieve?
- Are all pupils appropriately supported in assessments so that they are able to show fully both what they know and what they can achieve?

Admission, Attendance, Discipline and Exclusion:

Governors will take the following into consideration when monitoring racial equality in school:-

- Does the Admission Policy ensure that pupils from particular racial groups (only applicable to voluntary aided and foundation schools, where the governing body is the admission authority) are not disadvantaged?
- Is the admission's process monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils?
- Are staff who follow up pupil absence aware of and sensitive to relevant community issues?
- Is provision made for leave of absence for religious observance and does this include staff as well as pupils?
- What action is taken to address any discrimination or inequality that is identified?
- Does the school ensure that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups?
- Is the effect of cultural background on behaviour taken into account when dealing with incidents of unacceptable behaviour?
- Do all staff operate consistent systems of rewards and sanctions?
- Are exclusions monitored by ethnicity to establish pattern and trends?
- Where disparities in rates of exclusion between pupils from different racial groups are identified, is appropriate and action being taken?
- Do strategies for integrating long-term truants and excluded pupils address the needs of pupils from all racial groups?

Pupils – Personal Development, Attainment and Progress:

Governors and staff will take the following into account:-

- Does the school have equally high expectations of all pupils and is it committed to encouraging and enabling all pupils to achieve the highest standards?
- Does the school recognise and value all forms of achievement?
- Is pupil attainment and progress monitored by ethnicity and evaluated to identify trends and patterns of underachievement?
- What action is taken to remove disparities between different groups of pupils?
- Does pastoral support take account of religious and ethnic differences, and the experiences and needs of particular groups of pupils such as EAL, Travellers, and refugees/asylum seekers?
- Is appropriate support given to victims of racism and racial harassment, using the support of external agencies where appropriate?

Attitudes and Environment:

- Does the school publicly support and value diversity, actively promote good personal and community relations and openly oppose all forms of racism and discrimination?
- Is there a positive atmosphere of mutual respect and trust between pupils from different racial groups?
- Does the school have procedures for dealing with racial harassment and bullying?
- Are all incidents of racism and racial harassment recorded, thoroughly investigated and reported to the LA?
- Are all staff trained so that they deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?
- Are all pupils, parents and staff aware of the procedures for dealing with racism and racial harassment?
- Does the school work closely with the LA and other partners to tackle racism and racial harassment within the school and the local area?

Parents, Governors and Community Partnership:

- Are all parents encouraged to participate at all levels in the full life of the school?
- What action is taken to encourage the involvement and participation of under-represented groups of parents?
- Does the school work in partnership with parents and the community to develop positive attitudes to diversity and difference?
- Is information and material for parents accessible in user-friendly language, and in languages and formats other than English, where appropriate?
- Are the school's premises and facilities fully accessible to, and used by groups from all local ethnic minority communities?

Staffing, Recruitment, Training and Professional Development:

- Are all posts, including those for support staff, formally advertised and open to the widest pool of applicants?
- Are all those involved in recruitment and selection trained and aware of what they should do to avoid racial discrimination and ensure racial equality good practice throughout the recruitment and selection process?
- Are applicants for employment, training and promotion, along with staff in post, monitored by ethnicity and is the data supplied to LA on an annual basis?
- What action is being taken to enable all staff to develop and achieve their full potential?

Disability Equality Policy

Introduction

St Helen's CE Primary School welcomes its general responsibilities under the Disability Equality Duty (December 2006) to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act(1995);
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision & Values

At St Helen's School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admission policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, impairment is to be treated as affecting the person's ability to carry out normal day-to day activities, only if it affects one or more of the following:

- mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

Summary of school's duties under the DDA

The DDA applies to schools in a range of different ways. In particular it applies to three main school functions:
- to the school in its main function of providing education to pupils
- to the school as an employer
- to the school as a provider of services to parents and carers and the wider public

How Disabled People have been Involved in the Scheme

St Helen's CE Primary School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

Disabled pupils:
- Discussion with pupils about issues as they arise.
- Discussion with parents at the annual review meetings for pupils with SEND.
- Discussion with parents and pupils when writing Support Plans.

Disabled staff:
- Discussion with staff in school about reasonable adjustments to meet their own particular needs.

Disabled parents/carers:
- Asking parents/carers to tell us about anything we could do to help to meet their needs.

Disabled members of the local community:
- We seek information from groups using the building about any specific adjustments required in order to meet their needs. There is wheelchair access to all areas of the building and disabled toilets.

How we have gathered information on the effect of our policies and practices on disabled people.
- To date this has been done through informal discussion.

We recognise that our policies and practices may impact on disabled people and in particular on:
- the recruitment, development and retention of disabled employees;

- the educational opportunities available to and the achievements of disabled pupils.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil Achievement:
- Discussion with parents and the LA's Communication, Interaction and Access Team (CIAT)in order to meet the needs of pupils; addressing any issues that may impact on their welfare.
- Information from doctors/consultants to enable the needs of individual children to be met

Learning Opportunities:
- All pupils have the same learning opportunities though the curriculum will be modified to meet the needs of some SEND pupils.

Admissions, Transitions, Exclusions:
- Transition arrangements are in place to meet the needs of vulnerable pupils. Additional visits are organised to assess the ability of pupils with mobility problems to manage the movement around the high school.
- Pre-transfer meetings for pupils with disabilities begin 12 months ahead of the date of transfer so that all issues can be addressed. Parents are involved in these meetings so that their views can be sought.

Social Relationships:
- Almost all of our pupils started school together in the nursery at 3+ years. As a consequence they do not regard our special needs pupils differently to other pupils.
- Pupils with special needs are encouraged to take part in all activities in school.

Employing, Promoting and Training Disabled Staff:
- All staff have equality of opportunity for training and promotion.

How we will assess the impact of our policies?

In order to assess the Disability Equality Policy St Helen's CE Primary Academy will collect and analyse relevant monitoring data.

- Ongoing assessment is necessary to meet the needs of children and adults who are disabled as their needs can change over time.
- Changes in circumstances may result in the need to change practices in order to meet a change in a child/ adult's needs.
- Reviewing how policies impact on the needs of disabled pupils are is ongoing.

- As an 'inclusive' school all staff are very aware of the needs of individual pupils and will put in place actions to meet these needs eg. Time with the learning mentor to talk about issues, avoiding situations in which children with ASD feel stressed, close outdoor supervision of children who find play situations difficult to manage.

Focus groups will be held in order that staff, students and pupils can comment and contribute to changes in policy and practice.

We will take account of the Disability Equality scheme when revising related policies eg, SEND, Equal Opportunities.

Our Action Plan

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:
- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

We will ensure that disabled people are involved in this process.

The annual report will be incorporated into other documents published by school annually including the school prospectus and school web site.

Revisiting the Scheme

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Dear Staff,

The Disability Discrimination Act requires that we update our policy and procedures for ensuring equality of opportunity for all.

The act describes a person with a disability as anyone who 'has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

In order to ensure we meet everyone's needs we are consulting all stakeholders (pupils, parents, carers and staff) for information and ideas.

We would be very grateful if you could answer the following question, we do not ask you to include your name with the reply, but need you to know that any information you share with us is guaranteed complete confidentiality.

Do you feel there is any way in which school is not meeting your needs?

What could we do to meet your needs?

Pupil Name _____

	Yes	No	Comments
Do you take medicine all the time (including using an inhaler) or have ointment from the doctor all the time?			
Can you see what is written on the whiteboard or flipchart?			
Can you always hear when your teacher is talking to you?			
Do you like playtimes?			
Do you feel safe at playtimes?			
Is there anything that worries you about school?			

Dear Parent/Carer,

The Disability Discrimination Act requires that we update our policy and procedures for ensuring equality of opportunity for all.

The act describes a person with a disability as anyone who '*has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities.*'

In order to ensure we meet the needs of parents and carers along with those of pupils and staff we are consulting everyone for information and ideas.

We would be grateful if you could answer the following questions. We do not ask you to include your name in the reply and need you to know that any information you share with us is guaranteed complete confidentiality.

Do you feel there is any way in which the school is not meeting your needs?

Trans Inclusion Policy

Introduction
This policy is designed to provide an overview of our whole school approach in ensuring that staff and students identifying as trans are supported and fully included within the school community. It also includes links to further sources of information.

Key Terminology
These are only some of the key terms, there are also many more not listed here. Some of the toolkits and resources listed within this policy also have lists of other key terms.

Binary Gender System: A system that forces all people into only two categories – either man or woman, boy or girl. In this system men and women are expected to look and behave in a particular way that are different to one another.
Cisgender: A match between your biological sex and your gender.
Gender expression: how someone expresses and portrays their gender. This is often based on social norms and stereotypes, and is therefore relative to different cultures, eras or societies.
Gender identity: How someone interprets their gender. This is not necessarily the gender the person was assigned at birth. Everyone has a gender identity; it is how we feel about our gender and is unique to each individual.
Gender dysphoria: A medical term for the condition whereby a person feels discomfort or distress because there is a mismatch between their assigned gender and their gender identity.
Gender Fluid: Gender fluid individuals have different gender identities at different times. A gender fluid individual's gender identity could be multiple genders at once, and then switch to none at all, or move between single gender identities.
Genderless: No gender identity.
Non-Binary: Gender identities that are not exclusively male or female.
LGBTQ: Acronym for Lesbian, Gay, Bisexual, Trans, Questioning.
Pronouns: The way someone wants to be addressed. Binary pronouns include 'he' or 'she'. Some trans people identify with binary pronouns other people prefer non-binary pronouns such as 'they' (which is used in the singular form). If you aren't sure it is best to ask someone how they prefer to be addressed.
Trans person: An umbrella term which covers the entire trans community, encompassing anyone whose gender identity does not match the gender they were born with, and/or people who identify as gender variant with regards to gender identity and/or gender expression.
Transsexual person: A person who feels a consistent and overwhelming desire to medically transition and live their life as a member of the opposite gender. The term transsexual is becoming less commonly used: it has potential negative connotations due to historic medical terminology (being classified as a mental illness) and terms such as 'trans' can be seen as more inclusive as they include identities such as non-binary or gender fluid.

Transgender Person: Someone whose gender identity does not match the gender they were assigned at birth. For example, someone who was assigned male at birth but identifies as female, or vice versa. Transgender people may choose to transition, either medically (through cross sex hormones, surgery etc.) and/or socially (presentation, clothes, hairstyle etc.)

What the law says

The Equality Act 2010
This act made gender reassignment a protected characteristic for pupils and staff. It includes not only those going through medical procedures to change their sex but also those taking steps to live in the opposite gender or proposing to do so.
The act makes it unlawful to discriminate against, harass or victimise pupils or potential pupils:
- In regards to admissions
- In the way education is provided to pupils
- In the provision of access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment

[Information from The Equality Act 2010 and schools – Departmental advice for school leaders, school staff, governing bodies and local authorities]

Transphobic Hate Crime
Parliament passed legislation in the Legal Aid, Sentencing and Punishment of Offenders Act 2012 to provide harsher sentences for transphobic hate crime. Sentencing can be enhanced where prosecutors can provide evidence of the offender's hostility towards transgender people.
This mirrors provisions in Section 145 and 146 of the Criminal Justice Act 2003 and provides similar provisions to protect Transgender victims of hate crime.

Transition
Transition refers to the social, psychological, emotional and economic processes by which a person moves from their gender assigned at birth to the gender they identify with. This does not have to involve surgery.
Any guidance needs to be tailored to the individual as there is no single path or experience of transition. A good place to start is with a conversation with the person and planning with them how school can best support their transition.

Key areas to consider could include:

Name and Pronouns
A young person may wish to change the pronouns (he/she/they) by which they are referred. This should be supported by school and if the young person wishes to be referred to by different pronouns throughout school, then this should be communicated to all staff and registers/records changed accordingly (this includes bus passes, letters home etc.). Names can be changed on SIMS without the need for a Deed Poll

document. The young person should also be consulted about if and how they wish their name/pronoun change to be communicated to other pupils. Deliberate refusal to use someone's new name or preferred pronouns would be classed as transphobic bullying.

Residential Trips
Trans young people should be able to sleep in dorms appropriate to their gender identity. However, some trans young people may not feel comfortable staying in dorms of their gender identity, in which case alternative arrangements should be made. As always, speaking to the young person and having that discussion with them is essential. To exclude trans pupils from residential trips would be contravening the Equality Act.

PE, including changing facilities.
Trans young people have the legal right to use the changing facilities of their acquired gender. It is good practice to speak to the young person and see how they feel about using the changing rooms of their gender, and consider potential problematic reactions from others. Do the school changing rooms have cubicles? If so, this can effectively be a 'gender neutral' private changing room. Guidance suggests that young people should be allowed to attend the single sex class which aligns with their gender, should PE be separated between male and female pupils.

Other facilities including toilets
As above, young people have the legal right to use toilets of their acquired gender. Whilst promoting that right and supporting young people to live as their gender, young trans people could also be concerned about their vulnerability wen using toilet facilities, and fear they risk unwanted attention, leading to bullying and abuse. Young trans people are often encouraged to use the accessibility toilets, however there is also a stigma attached to using toilets (commonly referred to as "disabled toilets"). Renaming and resigning these toilets could help reduce the stigma, for example "unisex toilet" or simply "toilet". As always, speak to the young person and listen to their concerns and how comfortable they feel using certain facilities.

Uniform
School uniform should not be a barrier for trans young people living as their acquired gender. School uniforms should have a range of options; for example a choice between skirts or trousers. Where there are different PE kits for male and female pupils, young people should be allowed to wear the PE kit of their true gender.

Single Sex classes
Under the Equality Act, pupils have the right to attend the single sex class of the gender by which they identify. If a pupil is identifying as either male or female; they should be permitted to attend the class of their gender. It would be inappropriate for a pupil to attend the class of a previous gender: once someone identifies as a gender, they should be treated as that gender regardless of their personal history.
Some pupils, for example those who identify as non-binary, gender fluid or other gender variant identities, may not identify with either gender, or may move fluidly between genders.

We recognise the barriers in terms of educational consistency in allowing pupils to frequently change classes. In order for a pupil to receive a consistent curriculum, our guidance would recommend a discussion with the pupil, asking them which class they feel more comfortable in, and enrolling them in this class for the duration of the academic year. We would however recommend a period of review; where the pupil is consulted and asked how they the current arrangement is working for them. Reasonable steps can then be taken to address any discomfort or barriers.

Where possible, and to support an inclusive curriculum, there should be as few differences in curriculum as possible between single sex classes. This is particularly important in ensuring that all pupils receive the opportunity to partake in activities, sports and a wider range of learning experiences.

Exams
Technically, a pupil can be entered under any name with the Examination Board. Once results are accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which links to the school census information, submitted in the January of the examination year. UPN's and ULN's are linked with legal names, not preferred names, so in order to use a preferred name a pupil will need to have changed their name by deed poll. Pupils who are over 16 can do this without parental consent however for pupils under 16 consent from those with parental responsibility is required.

Prior to starting GCSE courses, we recommend that the school meets with the pupil and if appropriate, their parents or guardians to discuss a strategy which can then be agreed with the relevant Examination Boards.

Whilst names can be changed through a deed poll, gender is linked to the gender on a birth certificate, which can only be changed using a Gender Recognition certificate. This means that whilst exam boards may be able to enter a pupil under a specific name, their gender will remain linked to the gender on their birth certificate.

Exam certificates and other documents can be changed retrospectively after a name has been changed by deed poll. Exam boards should be contacted for further information on this process.

Further Considerations
This list is in no way exhaustive and in all of these areas consideration should be given to what 'transition' means to the individual, timing of transition and what the young person feels right for them.

Supporting Staff Members
Supporting staff should always be done with consistent and open discussion with the staff member: their needs should always be the priority, and they should be consulted on how they wish the school to respond to issues that may arise.

A staff member who has previously been known to the school community as a different name and/or gender may wish to inform the school community in different ways, depending on which they feel most comfortable with.

If a staff member wishes for this to be communicated to the whole school community, methods such as emails, letters to families and whole school assemblies could be considered. We would recommend the staff be informed before the wider school community so that colleagues can support the staff member and are better placed to appropriately respond to any questions or issues that arise. This could be done through a whole staff meeting. A discussion should be had with the staff member to explore whether they would like to be present at this meeting.

A whole school approach should ensure that pupils understand gender identity and how this is distinctly different from biological sex, and the two things can sometimes correlate but sometimes do not. From this start point pupils will then have a greater understanding of name changes, potential changes in presentation and pronoun changes.

Staff should be given time off for reasons related to their transition; whether this is for Gender Identity Clinic appointments, medical procedures or a period of space in order to commence a social transition. ACAS state the following regarding time off work:

"Medical appointments and absences. Make sure the employer knows about what time off work will be needed. Remember that it is discrimination for an employer to treat a person worse if they are absent from work for a reason related to gender reassignment than you would be treated if you were absent because you are ill or injured, or if you were absent for some other reason."

Transphobia and bullying

Transphobic bullying is motivated by a prejudice against trans or questioning people. As with all bullying, it can be carried out; physically, verbally, emotionally and through cyberspace.

It can be targeted towards:

- people known to identify as trans
- people who are perceived to be trans, or,
- people who have friends or family that identify as trans.

The school's anti-bullying policy should be followed as it would be with any other form of bullying. Transphobic language should be challenged consistently as should pupils who intentionally misgender each other (using pronouns that express the wrong gender, accidentally or deliberately).

The police may also need to be consulted where the incident may constitute a hate crime. True Vision define a Transphobic Hate Crime as: **"Any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender." Inclusion within the curriculum will contribute to a wider understanding of trans issues within the school and therefore should reduce incidents of transphobic bullying.**

Prejudice from parents

If parents express concern over the schools' actions in including trans young people, then this should not affect the schools' actions regarding that young person – in a similar way in which a parent's sexist or racist views would not influence school to

change their equality policy. Due to a lack of understanding about gender variance and trans people, there may be negative reactions from parents around use of changing or toilet facilities. This could be handled in an informative and educative manner (for example, explaining what gender identity is and what trans means), and without ever disclosing personal information and identities of young trans pupils. The Equality Act can be referred to, as can schools' equality and diversity policy.

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Visibility
Visibility of trans issues within school is important, both to ensure young people who may be questioning their gender have a clearer understanding of this and of where they can access support, but also to reduce stigma, transphobia and bullying around school. There are two different types of visibility:

Usualising
"Usualising" (a word used in place of 'normalising', which can be seen as problematic due to ideas of what is 'normal') means including something related to trans people within an unrelated topic: the issue does not become the focus, merely a piece of information which relates to trans people sitting inside a wider subject.
For example: in a history lesson, including the horrific abuse, murder and torture transgender people suffered at the hands of the Nazi's, alongside many other groups. Or, in a geography lesson, include the fact that Sweden was the first country to allow people to legally change their gender, amongst other facts about the country.
E.g.
- Sweden is a country with around 9million people.
- It uses the Swedish Krona.
- It is nearly 70% covered by forest.
- It was one of the first countries to allow people to legally change their gender.
- It is a largely secular state.

Actualising
"Actualising" is including trans issues as the centre point of a lesson: the specific objective is the greater understanding of gender identity/trans issues. This could be a PSHE lesson based around gender stereotyping and gender identities, or an assembly on trans rights and legal protection from discrimination.
The more trans young people are represented in the curriculum, and gender identity is covered in school, the more young people will feel that questioning their gender identity is not something negative or "different", and through visibility and education stigma can be greatly reduced.
For more information on Usualising and Actualising, please see the guidance on the subject published by The Classroom:
http://the-classroom.org.uk/how-to-do-it/usualising-and-actualising/

Named person(s)
One good initiative is to name specific staff members who have a good knowledge of trans issues, who all pupils and staff can then approach for advice and support around gender identity. These staff members could attend specific training sessions. As well as

being a point of reference for students and staff, named staff members could also work with school departments around visibility of trans people and of gender variance within the school curriculum (see section 6). Named staff members could be on a visible noticeboards so students and staff can easily find out who they can approach for support.

Information and Resources
National Support Organisations
Mermaids – http://mermaidsuk.org.uk/
Gires – http://www.gires.org.uk/
National Trans Youth Network – http://www.lgbtconsortium.org.uk/directory/national-trans-youth-network
Gendered Intelligence – http://genderedintelligence.co.uk/
True Vision (Hate Crime) – http://www.report-it.org.uk/home
Information and Toolkits
Cornwall Schools Transgender Guidance
http://www.lgbtqyouthcornwall.co.uk/images/TransGuidance/Transgender_Guidance_booklet.pdf
Brighton and Hove Trans Inclusion Schools Toolkit
https://www.school-portal.co.uk/GroupDownloadFile.asp?GroupId=891984&ResourceId=4950802
Department of Education Equality Act 2010 Advice for Schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
GALOP http://www.galop.org.uk/wp-content/uploads/2011/11/Transphobia-A4.pdf
Gendered Intelligence: A Guide for Parents and Family Members
http://cdn0.genderedintelligence.co.uk/2013/01/21/17-05-54-booklet2013FINAL3.pdf
Books for young people
Chris Beam, I am J
Sara Farizan, If you could be mine
David Walliams, The Boy in the Dress
Alyssa Brugman, Alex as Well
Books for younger children
Marcus Ewert, 10,000 dresses
Charlotte Zolotow, William's Doll
Cheryl Kilodavis, My Princess Boy
Todd Parr, It's ok to be different
Sarah and Ian Hoffman, Jacob's new dress
Jennifer Carr, Be who you are!
Video clips
National Trans Youth Conference: My Genderation
https://www.youtube.com/watch?v=OVucTNLDjNo
National Trans Youth Conference: What Trans Young People Need Today
https://www.youtube.com/watch?v=nsXxkaQ4LCY
BBC 3, Things not to say to a trans person
https://www.youtube.com/watch?v=pvBwWeG4Rp